ATTITUDES OF TEACHERS OF ENGLISH IN CERTAIN

OKLAHOMA JUNIOR HIGH SCHOOLS TOWARD

THEIR OWN ACADEMIC AND

PROFESSIONAL COMPETENCIES

Ву

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PREFACE

The desire of the writer to increase the effectiveness of her own work, and her interest in securing evidence which might explain the many criticisms directed toward the teachers of English in the state of Oklahoma led to the present study of the attitudes of teachers teaching English in junior high schools in Oklahoma toward their own knowledge of subject matter and toward their competency in certain teaching skills.

The writer gratefully acknowledges her indebtedness to Dr. Ida T. Smith, the first chairman of the study, for her constructive criticism, for her helpful attitude, and for her constant encouragement and faith. The writer is appreciative of the generous help of Dr. W. Ware Marsden, who served first as committee member and then as chairman of the committee. She is grateful to Dr. Paschal Twyman and Dr. Kenneth Wiggins, who acted as members of her advisory committee, for their consideration and helpful advice and criticism.

The writer is also grateful to the State Department of Education of Oklahoma for its assistance, and to the sixteen institutions of higher learning of Oklahoma who graciously supplied data concerning preparation of teachers in Oklahoma; to the jury of experts and to the jury of experienced teachers for their help in improving the instrument used in the study; and to the classroom teachers who responded to the guestionnaire.

The writer is also deeply grateful to her husband and children for

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Without the help of all these persons, the study could not have been completed.

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CHAPTER I

THE PROBLEM

Introduction

In recent years educators have shown increasing concern about the quantity and quality of English currently taught in the public schools of America. Many documents devoted to discussions of education have referred to the importance of English and to the greater emphasis which should be placed upon language instruction at all educational levels. Much of this discussion has been in the form of criticism, both justified and unjustified, of the teaching of English. Statements are often made that schools are turning out illiterates who can neither read, write, nor speak correctly and effectively. Because teaching and learning in _any area of the curriculum are influenced by the instruction in the area, . the teacher of English has been subjected to severe criticism. The adequately prepared and competent teacher is still the central element in the English program and even critics realize that the finest courses of study, the most up-to-date school plants, and the most expensive books may not necessarily produce the desired results in preparing students who are competent in English.

Authorities have long recognized that attitudes of teachers have a great impact upon the effectiveness of their teaching. Authorities have also recognized that the feelings of the teachers with respect to their

own competency greatly affect the quality of their teaching. A study of the attitudes of teachers of English toward their own competencies may, therefore, provide insights which can be used in planning and guiding programs for the preparation of teachers of English.

Statement of the Problem

Several studies reflecting a national interest concerning the teaching of English have been conducted in the past five years. The conclusion from the resulting data is that a high proportion of English teachers know much less about their subject than they should know in order to teach it well. The need for more competent teachers of English is evident. The competent teacher of English should have mastered the subject matter of that discipline so that his self-assurance and selfconfidence with respect to his academic competence is complete. Moreover, the teacher, to be successful, must be confident of his competency in the skills necessary to teach his subject effectively.

The current study is, therefore, concerned with the feelings of teachers who are currently teaching English in approved junior high schools of Oklahoma toward their own academic and professional competence. It is also concerned with whether or not significant differences exist among these teachers in terms of certain selected factors in their educational backgrounds and experiences.

Definition of Terms

For the purposes of this study, it is necessary to define certain terms as they are to be used:

"Academic preparation" refers to course work in the language arts field. This includes preparation in the fields of English, Speech, and Journalism.

The term "professional education" refers to courses having to do with practical experience in the classroom, acquaintance with methods of teaching, certain understandings about research, learning, human growth and development, and the role of the school in society.

"Approved" refers to approval by the State Department of Education, Oklahoma City, Oklahoma.

The Purposes of the Study

There are two purposes for the study. The major purpose is to determine the feelings of confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence.

The second purpose is to compare the confidence evidenced by these teachers with such factors as the type of institution in which the teachers were prepared, the highest degree held, the courses taken, participation in professional organizations, type of certification, source of certification, and teaching experience.

Need for the Study

Quality teaching is the result of continued search for greater insight and constant effort to improve skills and efficiency. The competent teacher has been defined as follows: (1) as a director of learning; (2) as a mediator of the culture; (3) as a counselor and guidance worker;

(4) as a member of the school community; (5) as a liason between the school and the community; and (6) as a member of the profession.¹

Concern with the quality and competency of teachers has accelerated in the last decade. The public in general and the state and federal governments in particular are examining not only the programs in the schools but also the quality and preparation of teachers. Professional educators and academic groups are studying the problems of teacher qualifications, preparation, and certification; examining the demands created by universal education in a democratic society; and experimenting with means of securing enough qualified teachers to meet the continuing increase in enrollments through the education system.

In order to perform with maximum efficiency a teacher should have confidence in his own competency. The assumption is made that competency depends upon preparation.

To use the English language as an effective instrument of thought expression and communication, to learn to gather facts and to examine experience with clarity of critical thought, to organize ideas and information clearly for communication to others, to develop a sense of security in the use of language, and to develop ability to think, speak, write, read, and listen constitute major purposes of instruction in English. To fulfill these functions, the teacher of English must attain competency in keeping with the level of achievement desirable for the pupil. Thus a study of the self-assessment of teachers engaged in

¹Alfred H. Grommon, "Preparing Teachers of English," <u>College English</u> November, 1957, p. 351.

teaching English in Oklahoma junior high schools in relation to their preparation should reveal information of importance to state department officials, directors of certification, colleges preparing and certifying teachers, placement bureau officials, superintendents, principals, and the Oklahoma and National Councils of Teachers of English.

Hypotheses of the Study

The study is based on the hypothesis that the confidence of teachers employed to teach English in the junior high schools of Oklahoma is related to their academic and professional training and to their teaching experience.

Although formal preparation does not guarantee that a teacher will be a good teacher, it does give at reast the assurance of a sound basis on which to build. Literature relating to the adequate preparation of teachers of English shows that the teacher of English should, in addition to his preparation in general education, have extensive training in his teaching major: in the English language, in composition, in literature, in speech, in dramatics, and in journalism. Diverse as his professional responsibilities are, he is a teacher of the English language as a medium of communication through oral and written composition, as a finished artistic product through the teaching of literature, and as a phenomenon that makes society possible.²

The professional education of the teacher of English should help the teacher focus his entire college education upon how he may help his

²Alfred H. Grommon, ed., <u>The Education of Teachers of English</u>, The National Council of Teachers of English (New York, 1963) p. 246.

pupils learn, counsel them, make them aware of the culture in which they live and of other cultures in the world, and meet his responsibilities as a member of a school staff and of a profession. Formal preparation in the professional education of the teacher of English should include practical courses in methods of teaching English, practice teaching in English classes, courses in remedial teaching, courses in psychology, especially those offering useful insights for solving common problems of pedagogy, class management or individual differences in large classes.³

Theoretically, such a program should produce teachers who are confident of their academic and professional competence. Not all persons teaching English are graduates of such a program. Moreover, the programs of preparations, although following rather a general pattern or framework, vary greatly from school to school. This study, therefore, is an attempt to relate the confidence of the teachers responding to such factors in their background as:

type of institution for undergraduate work type of institution for graduate work highest degree and date of highest degree held date of last college hours date of last college hours in English preparation number of hours in English taken since Oklahoma certification improvement in preparation to teach English participation in National Council of Teachers of English participation in Oklahoma Council of Teachers of English college major or majors undergraduate and graduate college minor or minors undergraduate and graduate courses taken in language arts area, both undergraduate and graduate type of certificate on which currently assigned subject field or fields certified in secondary education total years teaching experience including 1964-65 total years teaching English number of classes of English teaching per day number of classes of other subjects teaching per day

³Ibid., p. 317.

average class size of English classes provision of supervisory assistance from a specialist in teaching language arts

The study is also based on the hypothesis that a stratified random sampling, with data treated by the Chi-Square formula, will reveal significant differences among teachers in relation to the above variables. These data can be regarded as significant and not due to chance when the probability level is .05 or less.

Basic Assumptions

The study is based on the assumptions that feelings of competency are essential for efficient teaching; that competency is related to preparation; and that recommendations for the preparation of competent teachers of English exist in professional literature relating to junior high school teaching and the teaching of English.

Scope of the Study

The study includes a sampling of those teachers who teach two or more classes of English in the seventh, eighth, or ninth grades of those schools in Oklahoma which have approved junior high schools. A list of 305 approved junior high schools was obtained from the State Department of Education of Oklahoma. A letter was sent to the principal of each of the 305 approved junior high schools to obtain the number of teachers in each school who met the criteria of the study. The schools were then grouped into three regions according to geographic location in the eastern, central, and western areas of the state. The schools to be used in the study were chosen, at random, in proportion to the number of the approved

junior high schools in each geographical section until the desired total of 400 teacher respondents was obtained. This constituted stratified random sampling.

Limitations of the Study

The writer recognizes several limitations for the study. First, the study is limited by the use of a check list as the instrument for collecting data. The validity of responses given depends on the willingness of the respondents to cooperate, their honesty in answering, and the motivating interest of the respondents.

The second limitation concerns the instrument. The instrument contained two sections, a teacher self-assessment section and a personal data section. The teacher self-assessment section asked for a degree of confidence in the teacher's own academic competence and a degree of confidence in the teacher's ability to teach certain specific areas in the language arts field. The assessment section asked also for a degree of confidence in competency to use certain specific practices, materials, and devices, to organize and control a classroom, to direct plays, assemblies and newspapers, and to handle heterogeneous, homogeneous, and ungraded classes. The data sheet section requested certain information concerning the educational background of the respondent. These variables are listed in more detail on page 6. One of these variables concerned the grouping and totaling of semester hours in literature, composition, speech, journalism, and other related areas in the language arts field. The writer recognizes that the grouping and totaling of semester hours is tedious work and that a degree of error on the part of some respondents exists.

A further limitation of the study is that questions may be misunderstood and incorrect answers may have been given inadvertently. Furthermore, all respondents may not have answered the questions within the same frame of reference.

Procedures

Several different procedures were essential to the study. First, a survey was made of available professional literature relative to the attitudes of teachers, the preparation of teachers of English with respect to their own competencies, and the certification of teachers of English in Oklahoma.

Next, a letter was sent to each of the 16 colleges and universities in Oklahoma which are approved by the State Board of Education to carry on teacher-education programs with a request for a copy of their requirements for a standard teaching certificate in the language arts area. Three charts of certificate requirements were compiled for the sixteen colleges in Oklahoma approved as teacher-education institutions in order to show the similarities and differences in the preparations of teachers certified to teach English in secondary schools of Oklahoma.

Then, a list of the "approved" junior high schools of Oklahoma was obtained from the Oklahoma State Department of Education. This included 305 approved junior high schools.

Following this, a letter was sent to the principal of each "approved" junior high school to obtain the number of teachers in the school who were currently teaching two or more classes of English. When the replies were received, a total of 790 junior high teachers who met the

criteria of the study was found and a stratified random sampling technique was used to determine 400 possible respondents for the study.

Then, a teacher self-confidence assessment sheet and a personal data sheet, both based on a study of the literature, were prepared to be sent to the teachers of English selected as respondents. These check sheets were then sent to 16 recognized writers and educators in the field of language arts. These were considered a jury of experts. The members of this jury were asked to judge the instrument and make suggestions for improvement on both the self-assessment sheet and the personal data sheet. The suggestions from the jury of experts were compiled and changes were made in the instrument. Then, the revised instrument was submitted to ten teachers of English teaching at that time in two approved junior high schools of Oklahoma. One purpose for this trial run was for further clarification and improvement of the instrument. Another purpose of the trial run was to determine the approximate time required for checking the questionnaire. The responses of these teachers were not included in the data for the study but were used to further revise the instrument. Finally, the revised check lists were sent to the respondents selected for the study. Chi-Square statistical tests were applied to the data received from the respondents to evaluate findings.

Summary

Educators show growing concern about the English, both quantity and quality, currently taught in the public schools. Discussions of education in many recently published documents have been in the form of criticism of the teaching of English and of the teacher of English.

The competent and self-confident teacher continues to be the central

element in the English program. Authorities recognize that attitudes of teachers greatly affect their effectiveness in the classroom. Authorities further recognize that teachers' feelings of competency have great impact on the quality of their teaching.

The problem defined for the study, therefore, is to determine the confidence of teachers who are currently teaching English in approved junior high schools of Oklahoma with respect to their academic and professional competence. The study had two purposes. The first purpose was to determine the confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence. A second purpose was to compare the degree of confidence with such factors as the type of institution in which prepared, the degree held, the courses taken, participation in professional organizations, type of certification, and source of certification.

The need for the study was based on the lack of information pertaining to the confidence that teachers of approved junior high schools of Oklahoma have with respect to their academic and professional competence. This information could be of importance to those persons having responsibility in improving programs in English in public schools of Oklahoma, to those persons hiring teachers of English, and to the Oklahoma and National Councils of Teachers of English.

The study was based on the hypothesis that the confidence of teachers employed to teach English in the junior high schools of Oklahoma is related to their academic and professional training. Assumptions of the study were that feelings of competency are essential for efficient teaching; that competency is related to preparation; and that recommendations for the preparation of competent teachers of English exist in professional

literature relating to junior high school teaching and the teaching of English.

The study included a stratified random sampling of those teachers who teach two or more classes of English in the seventh, eighth, or ninth grades of those schools in Oklahoma which have approved junior high schools. One limitation of the study was inherent in the use of a questionnaire instrument to gather data. A second limitation concerned the difficulty of grouping course work into specific areas as requested in the questionnaire. A further limitation concerned possible misunderstanding on the part of the respondents.

In Chapter II, a review of literature which has relevance to the study is presented; the methodology of the study is discussed in Chapter III. The findings of the study are discussed in Chapter IV; and the study is summarized, and conclusions and recommendations are presented in Chapter V.

CHAPTER II

BACKGROUND FOR THE STUDY

Introduction

According to Donald R. Tuttle,¹ if our nation is to survive and prosper, both spiritually and materially, it must accelerate the improvement of its educational system. Central in this effort, must be the improvement of the teaching of English. Competence in English is almost universally acknowledged as basic to quality in education.

A recent national study reveals that in this country more pupils spend more time more continuously throughout their entire schooling on the subject of English than on any other subject.² The importance of English - the language and its literature - lies in its hold upon the intellect and the emotions of man. The processes of becoming articulate and literate are significant to man's attainment of full human dignity; literature helps man to understand his own nature and the nature of fellow human beings; literature reveals and clarifies reality, providing understanding of the ideas and experiences of man.³

¹Donald R. Tuttle, "Basic Considerations in Preparing, Certifying, and Assigning Teachers of English," <u>College English</u>, May, 1963, p. 619.

²The National Interest and the Teaching of English Prepared by the Committee on National Interest, The National Council of Teachers of English, 1961, p. 15.

³The National Interest and the Teaching of English Prepared by the Committee on National Interest, The National Council of Teachers of English, 1961, p.16.

Literature is one important element in the study of English; language is another. Because language is the vehicle for ideas, command of its use is important. A recent survey of leaders in American business, government, law, and communications clearly reveals their firm belief in the importance of the study of the English language. Typical of comments in this survey is the reaction from W. W. Watson, chairman of the physics department, Yale University, who believes English to be "the most important subject in the entire course of study in the elementary and college preparatory years."⁴

A realization that English is not simply a three-year course or a four-year course that terminates in a passing or failing grade is also important. It is an essential part of life that students must take with them wherever they go and whatever they do. This leaves a heavy burden of responsibility in the hands of the teacher of English.

Importance of Teacher Attitudes

The effectiveness of a teacher depends as much on his understanding of himself as it does on his understanding of his students. Teaching offers opportunities for personal growth and satisfaction in worthy contribution to an important profession. For these reasons attitudes of teachers appear to be of significant importance.⁵ According to Cronbach⁶ an attitude is defined as the meanings that one associates with a certain

⁴Joseph Mersand, <u>Attitudes Toward Teaching</u> (New York, 1961), p. 58.

⁵Henry Clay Lindgren, <u>Educational Psychology in the Classroom</u> (New York, 1956,) p. 495.

Lee J. Cronbach, Educational Psychology (New York, 1954), p. 326.

object or idea and which influence his acceptance of it. These objects may be abstract or concrete. An element of acceptance or avoidance is present in any attitude, but additional associations are involved. Attitudes influence the kinds of responses pupils make to the teacher, and also the kind the teacher makes to the pupils.

Trow states:

If attitudes are positive, the emotional climate of the classroom will tend to be favorable for learning. Attitudes are acquired, whatever learning theory is used to describe them, and their direction and intensity can be measured. Pupil attitudes are sometimes considered to be dependent on the personality of the teacher. But when personality is viewed as social stimulus value, a teacher should be aware that his behavior can help pupils acquire favorable attitudes and so improve their learning.

The teacher plays a major role in determining the quality of human relations that exist in the classroom. An important asset or liability to the establishment of a good emotional climate and positive learning atmosphere is how the teacher feels about himself. The teacher who feels inadequate, superior, or rebellious does not help students create a wholesome emotional climate in which all feel that they belong, accept others, and help each other.⁸

Certain teacher inadequacies are sometimes wrongly diagnosed as "poor discipline."⁹ Pupil misbehavior is a symptom, but the cause is often quite likely to be sheer lack of instructional skill, as a consequence of which the class falls apart. Situations of this nature tend

⁷William Clark Trow, <u>Psychology in Teaching and Learning</u> (Boston, 1960), p. 36.

⁸Kimball Wiles, <u>Teaching for Better Schools</u> (Englewood Cliffs, New Jersey, 1959), p. 49.

⁹Ibid., p. 36.

to have harmful effects upon the attitudes of both the teacher and the pupils.

According to Scheir, an attitude is a state of readiness.¹⁰ A teacher should equip the pupil with a belief that better studying or thinking is rewarding. School procedures should induce readiness.

Jordan says:

"Attitudes are of surpassing importance because they determine the direction of behavior. They largely determine actions of adults in such fields as labor relations, taxation for schools, militarism, minority groups, the church, community improvement, law enforcement, the treatment of criminals, United Nations, decisions of the Supreme Court, etc. There is hardly an object, procedure, or idea toward which we do not have an attitude. Attitudes are the threads which run through and color all our experiences."¹¹

Since the attitudes of one person produce attitudes in others, certain characteristics of teacher attitudes might tend to make pupils accept rather than reject their teaching. Trow concludes:

It is possible to generalize from what we know of satisfiers and annoyers so far as pupils are concerned, and say that pupils' attitudes will tend to be favorable if the teacher likes children, likes to help, likes to lead, and likes to learn.¹²

According to Lindgren,¹³ teachers are inclined to set high standards for themselves. They are likely to be people who never quite achieve what they expect of themselves. There tends to be a gap between their self-ideal and their self-concept. Teachers play many roles

¹⁰ Fred T. Schreir, <u>Human Motivation</u> (Glencoe, Illinois, 1957), p. 216.

A. M. Jordan, <u>Educational Psychology</u> (New York, 1956), p. 582.

¹²Kimball Wiles, <u>Teaching for Better Schools</u> (Englewood Cliffs, New Jersey, 1959), p. 28.

¹³Lee J. Cronbach, <u>Educational Psychology</u> (New York, 1954), p. 488.

which interlock and overlap, some are complementary and some are contradictory. The most obvious role of the teacher is that of initiator, director, and evaluator of learning experiences. To see that learning takes place is, presumably, the chief reason why teachers are employed. The teacher, on all levels, should be a student of the learning process and he needs to be a scholar to keep abreast of new developments.

Teachers with strong academic interests and love for their subjects are often very stimulating and effective teachers.¹⁴ Not all teachers who are scholars and research workers are effective teachers, but those who have a great interest in their field are often able to make their courses a delight for the students. The teacher who is not a very good student may encounter more than his share of difficulties. Students need to learn something and teachers need to know something to aid the students' learning.

Concerning teacher images, teacher self-concepts, teacher attitudes, and the teaching profession, this paragraph appears in the Brown Educa-tion Series: 15

The type of person an individual conceives himself to be determines much of his behavior. His self-concept in turn is influenced by what others think of him, and is closely related to his esteem needs. All of us have a need to feel we are individuals of worth, that people respect and value us. Much of our self-esteem derives from what others believe about the value of our occupation and also from what they believe about individuals in this occupation. People evaluate us and their evaluations affect our behavior and our conceptions of self. We may feel more adequate because people tend to honor us, or we may feel anxious and inadequate if we are ridiculed or held in low esteem by others. Regardless of how they view us

¹⁴Thomas M. Weiss, Kenneth H. Hoover, Michael Belok and Donald F. Mills, <u>Psychological Foundations of Education</u> (Dubuque, Iowa, 1963), p. 159.

¹⁵Ibid., p. 147.

or we view curselves, favorably or unfavorably, we will be affected by these attitudes.

Competency and Confidence of Teachers

For five years members of the Commission on English¹⁶ have talked and worked with English teachers in all parts of the country. Their inescapable conclusion from data and direct observation is that a high proportion, perhaps a majority, of English teachers know much less about their subject than they should know in order to teach it even reasonably well. The teacher who is not confident of his ability to work successfully in situations that arise or who is not confident in his competency to teach his subject cannot be an effective or capable teacher.¹⁷

The Commission on English states:

Like any other professional person, the professional English teacher is one who has been trained, or has trained himself, to do competent work. For him professional competence should mean, at the minimum: a college major in English or a strong minor, preparation sufficient to qualify him to begin graduate study in English; systematic postcollegiate study, carried on privately or in a graduate school; a reading command of at least one foreign language, ancient or modern; a deep interest in literature, old and new, and a solid set of critical skills; the ability to write well and the habit of writing, whether for publication or not; a knowledge of the development of the English language and familiarity with recent work in linguistics; a desire not simply to know but to impart knowledge; skill in the handling of instructional problems and knowledge of the research concerning them; an unflagging interest in the processes by which the young learn to use language effectively

¹⁶Freedom and <u>Discipline in English</u>, Report of the Commission on English College Entrance Examination Board (New York, 1965), p. 9.

¹⁷Kimball Wiles, <u>Teaching for Better Schools</u> (New Jersey, 1959), p. 49. and richly.¹⁸

The National Interest and the Continuing Education of Teachers of English is a report made in 1964 by The National Council of Teachers of English. Many teachers responding to this national survey indicate feelings of inadequacy and lack of confidence in the teaching of English. Of the secondary teachers responding to the survey, two-thirds do not feel confident of their preparation in composition, and almost half are insecure in literature and language as well. Only half (51.9) per cent) of the secondary teachers consider themselves well prepared to teach literature; slightly more than one-third (36.6 per cent), to teach composition; slightly more than half (53.5 per cent) to teach the English language. Fewer than one-third (32.7 per cent) feel well prepared to teach oral skills, and only one tenth feel competent to teach reading at the secondary level. Nevertheless, among the more experienced teachers, approximately 32.3 per cent reported not taking a college English course since certification or not taking one for ten years. In his more than nine years of experience, the average secondary teacher of English has completed only 0.4 semester hours in composition and 0.7 hours in language. Teachers who are above the national median for total hours of course work completed consider themselves well prepared in the areas of their study; a logical conclusion suggests (sic) that such course work has contributed to their feeling of competence. 19

In this same national study, six courses of greatest value as

¹⁸<u>Freedom and Discipline in English</u>, Report of the Commission on English College Entrance Examination Board (New York, 1965), p. 9.

¹⁹The Continuing Education of Teachers of English, The National Council of Teachers of English (Illinois, 1964), pp. 5-8.

indicated by the secondary English teachers who responded, were these:

Practical methods of teaching English, 67.7 per cent Intermediate or advanced composition, 61.6 per cent Literature for adolescents, 57.1 per cent Teaching of reading, 56.0 per cent Literary criticism, 49.3 per cent Structural or generative grammar, 46.6 per cent.²⁰

The competent teacher, as indicated in Chapter I, should be able to fulfill his professional roles: to help his pupils learn, to make them aware of the culture in which they live, to counsel them, to use appropriately the resources of the school and community, and to fulfill his obligations as a member of a school staff and of a profession. As a teacher responsible for helping students learn the subject matter of English and related skills and acquire other aspects of the cultural heritage, he needs to be well trained in as much of English and general education as may be expected within the limits of four or five years of college. He must be committed to his continuing self-education as a student of his subject and his responsibilities as a teacher.

The National Interest and the Teaching of English, a recent report on the status of the profession emphasizes that:

The singular thing about the study of English is that it is a fusion of many elements. In the hands of poor teachers, it is only a hodgepodge. English embraces grammar, good usage, writing, spelling, diction, vocabulary, logic, reading of every kind from magazine articles to poetry. And it attempts to stimulate creation of new ideas, appreciation of quality, good taste, a philosophical temper, exact and efficient communication, and an understanding of values and ideals. With the many pressures now exerted on the teaching

²⁰<u>The Continuing Education of Teachers of English</u>, The National Council of Teachers of English (Illinois, 1964), pp. 5-8.

Alfred H. Grommon, ed., <u>The Education of Teachers of English</u>, The National Council of Teachers of English (New York, 1963), pp. 179-180.

of English, a teacher needs great skill to organize all these elements so that they reinforce one another in the student's intellect and imagination. The good teacher, the teacher well prepared in his subject, sees the unity to be found in English and fuses the many elements into a unified subject.²²

National concern about the deficiencies in English instruction has become almost commonplace. Criticisms are voiced in the press daily. The preparation of teachers of English has become an important issue.

According to The National Interest and the Teachings of English:

Poorly prepared teachers of English have created a serious national problem. Deficiencies in this preparation, dating back many years, have been a major cause of the crisis in English teaching now apparent throughout the country. // The present situation is untenable <u>educationally</u> because school programs in English seem to have lost their central purpose. It is untenable <u>economically</u> because of the tremendous cost of remedial instruction in English throughout our land. It is untenable <u>politically</u> because of the increased importance of communication in our society. It is indefensible <u>culturally</u> because it threatens to produce a break with the great humanistic tradition.²³

Joseph Mersand, past president of the National Council of Teachers of English, recently made a study of the attitudes of more than 1250 representative college presidents, business executives, lawyers, magazine and newspaper editors, educators, judges, and other professional people. Mersand found a deep-seated national awareness that the improvement of the quality of English teaching is of utmost consequence.

Mersand reports:

Although the opinions expressed represent many aspects of our society, both professional and commercial, the respondents showed a rather unusual unanimity in their interest

²²<u>The National Interest and the Teaching of English</u>, The National Council of Teachers of English (Illinois, 1961) p. 26.

²³Ibid., pp.26-27.

in the subject of English instruction and their wish to see it strengthened and improved. Time and time again in the pages of this report quotations have been made from successful people in various walks of life testifying to the paramount importance of our subject. That they came from teachers of English should surprise no one. That these views were also shared by bankers, civil service administrators, judges, etc., is very comforting at a time when other nonhumanistic disciplines have secured so many headlines and such large governmental and foundation funds. To many respondents, English was the most important subject in the curriculum. A few random samplings will indicate the importance of our area. From leaders in business came the following testimonials to the economic importance of a good English training:

- Teach the economic importance of a good background in English. (Goodyear Tire and Rubber)
- 2. I know of no more valuable asset in business life than the ability to express one's thoughts with clarity and precision. (Merck)
- 3. Carry on your efforts to show students why they are limited without proper equipment in English. (Scott Paper)
- A continual upgrading of the general level of ability to utilize English would serve the best interests of the nation. (Westinghouse)
- 5. In the business world, English, in the sense of communication, is the way management gets its job done. There is little risk of oversimplification in saying that good managers are good communicators, poor managers are usually the opposite. (Shell Oil)
- Teachers of English occupy a more vital position than ever in our educational program. (U. S. Steel)²⁴

According to Mersand, the finest courses of study, the most up-todate school plants, the most expensive books and machines may not necessarily produce the best prepared students in **E**nglish. The adequately

²⁴Joseph Mersand, <u>Attitudes Toward English Teaching</u> (New York, 1961), pp. 290-293.

prepared and devoted teacher is still the central element in the English program. Occupying a crucial role in the education of the child and youth, the English teacher must have a deep understanding of how children learn, how language skills are best taught, as well as a rich background in literature, both American and British, of the past and present. Not only must he know the facts about these literatures—and those of other countries as well—but he must be able to inspire his students to develop the same love for literature that he possesses. This is no easy task, and cannot be accomplished by the home economics teacher who needs an extra class to fill out her program, or by the health education teacher hired mainly for his prowess as a basketball coach, but who is also given a program in English. Even for the adequately prepared teacher of English to develop the attitudes and skills and to impart content is a tremendous undertaking.²⁵

Importance of Certification

According to LaBue, "From our colonial period to the present, some from of licensure has applied to teachers in America." Present certification of teachers is intended to help communities provide the best education possible for their children. Bowers states that certification of teachers attempts to do the following:

1. To protect the school children from incompetent teachers.

2. To protect the taxpayers from a waste of public funds spent for incompetent teaching service.

²⁵Joseph Mersand, <u>Attitudes Toward English Teaching</u> (New York, 1961), pp. 290-293.

²⁶Anthony C. LaBue, "Teacher Certification in the United States: A Brief History," <u>The Education of Teachers</u>, p. 156.

- 3. To protect qualified teachers from the competition of those not qualified.
- 4. To raise the standards of training requirements for beginning teachers.
- 5. To improve teachers in service.²⁷

As expressed by LaBue, "Certification regulations, properly formulated and applied, enhance the quality of American education and contribute to the building of a universally recognized teaching profession."²⁸

The authority for establishing minimum requirements for teachers' certificated is reported by Stinnett as being almost completely vested by legislative authority in the respective state departments or state boards of education.²⁹ Although the legal authority for establishing any enforcing requirements rests with the state, the responsibility for striving to improve standards and procedures for certification should be shared by the state and its approved teacher education institutions.

All groups involved in the education, certification, and employment of teachers should attend to the quality of requirements of certification. Emphasis upon this cooperation in The National Commission on Teacher Education and Professional Standards (TEPS) conferences on teacher education, to which the representatives of the learned societies and of the academic departments in the colleges and universities contributed significantly, demonstrated the importance and feasibility of state departments and boards of education enlisting help from such sources. According to

27 Harold J. Bowers, as quoted by Donald R. Tuttle in a preliminary draft of <u>Certification to Teach English in the Secondary Schools</u> to be published by the National Council of Teachers of English.

²⁸Anthony C. LaBue, "Teacher Certification in the United States: A Brief History," <u>The Education of Teachers</u>, p. 156.

²⁹T. M. Stinnett, "Certification Requirements and Procedures among the States in 1960," <u>Journal of Teacher Education</u>, XI: (June, 1960), pp. 173-184.

Grommon who edited <u>The Education of Teachers of English</u>, 1963, prepared by The Commission on the English Curriculum, national and state organizations of teachers of English should keep working to establish for secondary school teachers at least the minimum requirements approximating the recommendations growing out of the TEPS conferences: 40 per cent of the units for general education, 40 per cent for subjects to be taught, and 20 per cent for professional education.

As necessary as certification requirements are, they can usually be expressed only in terms of quantified minimums. The details of the kinds of English courses comprising the legal minimum are often left to the educational institutions. Because conditions are so varied among institutions, a state agency probably cannot specify details satisfactory to all. Even more complicated is any attempt to describe the "ideal" teacher of secondary school English.³⁰

Because all students study English, the rise in school population during the past fifty years has inevitably affected the teaching of English more directly than the teaching of any other subject. Two of the three R's are included in the area of English. Yet the teaching of English in this country is far less effective than it should be. Too many students are struggling to learn English under gravely inferior conditions--in crowded classrooms with inadequate books; from teachers ill-prepared and insufficiently helped; in schools unable to attract and to retain teachers with the vision and experience to develop strong English programs; sometimes with skills, especially in reading and writing,

³⁰Alfred H. Grommon, ed., <u>The Education of Teachers of English</u>, by The Commission on English Curriculum (New York, 1963), p. 179.

that have been insufficiently developed at earlier educational levels.³¹

The pattern of courses cannot alone guarantee the proficiency of the teacher; states and teacher training institutions need reasonable flexibility in planning programs. On a national scale state requirements to teach English in a secondary school range from 25 semester hours of college credits to 104, median 40, in general education; range from 12 to 27, median 18, in professional teacher education; range from 12 to 30, median 18, in the area of English as a full load; range from 0 to 30, median 16 in the area for teaching English as a part load. The requirements for a part load are reported because many states distinguish between those who teach part time (one or two classes of English) and those who are assigned English as their major load. The great variation in all requirements reflects the present confusion on the part of state educational authorities concerning the education needed by prospective teachers of English and underscores the importance of national and regional efforts to assist in defining essential requirements.³²

Present state certification regulations do not ensure that teachers certified to teach English are similarly prepared. Most states' regulations establish only general requirements and encourage each teacher education institution to develop its own curriculum for education prospective teachers of English.

Teacher Certification in Oklahoma

According to Oliver Hodge, Oklahoma State Superintendent of Public

³¹The National Interest and the Teaching of English, p. 15.
³²Ibid., pp. 46-47.

Instruction, the degree of competence of a teacher depends to a large extent upon the quality of the training which that teacher has received. Provisions of law make it mandatory that teachers be certified, that standards be adopted by the State Board of Education for the qualifications of teachers, and that rules and regulations be formulated for their certification in the interest of the public. Inherent in the fulfillment of this obligation is the service to society of providing a good educational opportunity to its members as a means for its advancement.³³

The State of Oklahoma Department of Education publishes a <u>Teacher</u> Education, <u>Certification</u>, and <u>Assignment Handbook</u>. The most recently published handbook, October, 1961, states the following requirements for a Standard Secondary School Certificate in the Language Arts field:

<u>General Education</u>. Fifty semester hours in general are required, distributed so that some work is completed in at least six of the following areas:

- 1. English (oral English, written English, and literature).
- 2. Fine arts.
- 3. Foreign language.
- 4. Health and physical education.
- 5. Humanities.
- 6. Mathematics.
- 7. Practical Arts.
- 8. Psychology.
- 9. Science.
- 10. Social studies. (American history and government and Oklahoma history are required. The Oklahoma history requirement may be waived if the student had it in high school, Grades 9-12, or if he has made a passing grade on the examination given by the State Board of Education.)

³³Oliver Hodge, <u>Teacher Education</u>, <u>Certification</u>, <u>and Assignment</u> <u>Handbook</u> (Oklahoma City, Oklahoma, 1961), pp. ii-iii. College credit used to satisfy the requirements in general education, in an amount not to exceed ten semester hours, may also be counted in meeting requirements in the field of specialization.

- Professional Education. Twenty-one semester hours in professional education, including at least nine semester hours in student teaching, methods, and materials, are required. If methods, materials, and student teaching are not combined into an integrated course, a minimum of six semester hours in directed observation, participation, and student teaching, in the area of specialization or divided between the area of specialization and a second teaching field, with at least four semester hours on the secondary-school level is required.
- <u>Specialized Education</u>. Language Arts (English) requires a minimum of 32 semester hours. Twenty-four semester hours shall be in written English, oral English, and literature; and eight semester hours shall be from one or more of the following related fields: dramatics, journalism, library science, or speech.³⁴

Sixteen institutions of higher education in Oklahoma are approved by the State Board of Education to offer teacher-education programs. All of these institutions of higher education have been accepted as members of the North Central Association of Colleges and Universities; ten of them are accredited by the National Council for Accreditation of Teacher Education, and two others have applications pending.³⁵

The colleges and universities having approved programs annually file a report on the status of teacher education. An evaluation of the teacher-certificate programs at each institution is done at least every five years. These evaluations are carried out by the Oklahoma Commission on Teacher Education and Certification under authority vested in it by the State Board of Education.

Teaching certificates are issued by the State Board of Education upon formal request by regular application provided the applicant has satisfied all general requirements of eligibility and has met academic standards applicable to the certificate sought. 37

³⁴Oklahoma State Board of Education, <u>Teacher Education</u>, <u>Certification</u>, <u>Assignment Book</u> (Oklahoma ^City, 1961), pp. 10-12.

³⁵Ibid., p. l. ³⁶Ibid., p. l. ³⁷Ibid., p. l. These Oklahoma state requirements are comparable to the requirements recommended by recent authoritive literature.

There are sixteen institutions of higher education in Oklahoma. Of the sixteen, eleven are tax supported (public institutions), and five are privately owned (private institutions). Although each of the sixteen approved teacher certifying institutions in Oklahoma meet state minimum requirements for teacher certification, their programs for the preparation of teachers certified to teach English in secondary schools of Oklahoma show many differences. The programs of the sixteen institutions are presented in Charts I, II, and III.

The requirement of the State of Oklahoma Department of Education for fifty semester hours of general education is met by each of the sixteen institutions of higher education approved for teacher education. Three of the institutions exceed the required total with additional requirements of from three to seven hours. A study of Chart I shows the differences and similarities in the courses which the sixteen institutions require for general education.

The following shows the number of institutions requiring certain courses in general education in the areas required by the State Board of Education:

Number of	institutions
requiring	course

16

16

16

15

13

8

6

5

4

Specified areas

English Health & Physical Education Social Studies Science Humanities Mathematics Psychology Fine Arts Orientation

Foreign Language Religion Practical Arts Oklahoma History

Electives

Electives offered in general education indicate general area from which courses must be chosen. Major fields of study often determine this selection.

Three institutions of higher education state that a maximum of ten hours of appropriate work in general education may apply also on requirements in specialized education. One institution permits a transfer from general education to specialized education of 2 hours in speech, journalism, dramatics, or library science. One institution shows an overlap of 6 hours English composition; the same courses are required in both general education and specialized education. One institution states that at least fifty semester hours in general education courses must be from at least six of the following fields: English, Social Studies, Health and Physical Education, Science, Mathematics, Psychology, Foreign Language, Fine Arts, Practical Arts, and Humanities. The only stipulation concerns social studies; six semester hours are required in American history and government and two semester hours are required in Oklahoma history taken in the institution, in high school, or by passing the state examination.

The requirement of the State of Oklahoma Department of Education for twenty-one semester hours of professional education is met by each of the sixteen institutions of higher education approved for teacher education. Six of the institutions exceed the required number with additional requirements of from one to six hours. A study of Chart II

4

4

3

Required by all institutions if not taken in high school or by passing a state test

					. /			Mumh	ion of	Hou	c Doo	uined						
	Areas of_Study	State of Oklahoma	klahc niver	The University Of Oklahoma	Central State College	East Central State College	Northwestern State College		จี่ Northeastern H State College	Southwestern State College	Panhandle A & M Re College	0klahoma College for Women	Langston University	The University of Tulsa	Oklahoma City University	Oklahoma Baptist University	Bethany Nazarene College	Phillips University
		50	50	52	50	50	50	50	50	50	50	50	53	54	50	50	50	50
	English Written English Oral English Literature	six o	5 2	6 3	6 3	Elect	6 3	6	3	6 2	6 3	6	7 3	6 2	3 3	6 6	6 2 3	6
•	Fine Arts Orientation	work is r of the lis	•	3	2	from six	4	5 1	6 1	· .	1	4					2	
• •	Foreign Language Health & Physical Education	ted	4	4	6	areas	6	. 6,	6	4	6 4	11 6	12 4	4	2	6 4	2	6
	Humanities Religion Mathematics	major area	4 3	9 3	. 6		8	6	6	9 3	6 3	3	6 5	12 6	2	3 6 3	6 9	6 6
	Practical Arts Psychology Science	least as		3 6	8		8	8	8	3 4	8	4	3 5	3 12	3 8	8	3 8	3 10
	Social Studies American History United States Government Oklahoma History	12 3 3 2	3	15 3 3 3	3 3 3	3 3 2	6 3 2	3 3 2	12 3 3 2	3 3 3	9 3 3 3	12 3 3 3	8 3 3 2	9 3 3 3	3 3 3 2	6 3 3 2	6 3 3 3	4 3 3 2
	Electives		12		10		3	12	8	13	.4				18	2	3	3

COURSE REQUIREMENTS IN GENERAL EDUCATION LEADING TO A STANDARD CERTIFICATE TO TEACH LANGUAGE ARTS IN OKLAHOMA

CHART I

CHART II

COURSE REQUIREMENTS IN PROFESSIONAL EDUCATION LEADING TO A STANDARD CERTIFICATE TO TEACH LANGUAGE ARTS IN OKLAHOMA

.

				Numk	per o	f Hou	irs R	equir	ed								
Areas of Study	State of Oklahoma	Oklahoma State University	Oklahoma	tral S lege	t Cent te Col	Northwestern State College	Southeastern State College	Northeastern State College	Southwestern State College	Panhandle A&M College	Oklahoma College for Women	Langston University	The University of Tulsa	Oklahoma City University	Oklahoma Baptist University	Bethany Nazarene College	Phillips University
	21	21	24	21	21	21	21	27	25	21	21	22	22	21	21	21	23
Student Teaching Methods* Materials*	9 3 3	9	. 8	8	6	6	8	12	8 3	6 2	6	8 2	6	9	7	6 3	9
Tests and Measurements Introduction to Teaching	Ū			3	2 3 3	2 2 3	2 3	_	3 3 3	2	2 3	2 3 3	3		2 2	2 3	2 3
Psychology (adolescent) Philosophy of Education			3 3	3		-		5 4	-	3		2	2	3	3	-	3
Educational Psychology School in American Societ		3 3	2 4	2	2 3	2	2	4	3	2 3	3	2	3 3	3 3	3	2	
Curriculum in Secondary S Teaching English in High Electives			4	3 2	2	2 2 2	3 3	2	2	3	3 4		3 2	3	2 2	2 3	3

* *Either 3 hours of methods or 3 hours of materials or a combination course

v

shows the differences and similarities in courses which the sixteen institutions require for professional education.

The following shows the number of institutions requiring certain courses in professional education:

Course	Number of institutions requiring courses
Student Teaching	16
Adolescent Psychology	16
Educational Psychology	15
Teaching E nglish in High School	10
Introduction to Teaching	9
Tests and Measurements	7
School in American Society	6
Curriculum in Secondary Schools	6
Philosophy of Education	5
Electives in Education	5

The State of Oklahoma Department of Education requires 32 semester hours in the Language Arts (English) field. All sixteen institutions meet this minimum requirement. A study of Chart III shows the differences and similarities in courses which the sixteen institutions require for a standard certificate in the Language Arts field.

The following shows the number of institutions requiring certain courses in Language Arts area:

Course	Number of institutions requiring courses
Literature (American) Related Areas (dramatics, journalism,	16
library science, speech)	16
Literature (English)	15
Shakespeare	11
Written English	8.
History, Structure and Development of	
the English Language	8
Advanced Grammar	6
Electives in English area	5
Oral English	4
English Usage	4
Teaching of English	<u>,</u> 4
Literature Electives	4
Literary Criticism	3

CHART III

COURSE REQUIREMENTS IN SPECIALIZED EDUCATION LEADING TO A STANDARD CERTIFICATE TO TEACH LANGUAGE ARTS IN OKLAHOMA

		Num	ber		ours	Reo	uire	d									
Areas of Study	State of Oklahoma	Oklahoma State University	The University of Oklahoma		East Central State College	e hw	Southeastern State College	င် နှ	οú		Oklahoma College for Women	Langston University	The University of Tulsa	Oklahoma City University	it a	ny N ge	Phillips University
	32	35	32	32	33	32	34	33	36	35	35	32	35	32	32	34	32
Written English Oral English			2	3	5	6	6	6		6* 3*			. 4	6 6		3	2
Literature (American) Literature (English) Shakespeare		6 6 3	6 6 3	6 5 3	6 6	6 6 3	6 9	6 6 3	8 8 3	6 6	6 6 3	6 6 3	6 8 2	6 6	6 3	6 6	6 6 3
History, Structure and Development of English Language Advanced Grammar English Usage Literary Criticism		3 3 3	3	2 2 3	3 3		2	2	3	3	3		3		3	3 3	3 3
Teaching of English Electives Related Areas Dramatics	. 8	3 8	3 9	8 3	2 8	3 8	3 8 2	8	6 8	3 3 5	6 8	2 9* 6 3	* 4 8	8	12 8	5 8	9
Journalism Library Science Speech		3 5		5		.*						3					3 3 3

*These courses are counted in General Education **Literature: Romance, Victorian, World

Fifteen of the institutions require a specific number of hours in the related areas; dramatics, journalism, library science, and speech. One institution stated that 8 hours from one of the related subjects would be required. Of the related areas dramatics was most frequently omitted as being a requirement for a standard certificate in Language Arts in Oklahoma; speech was most frequently required.

Summary

How the teacher feels about himself is an important factor in the establishment of a good emotional climate and positive learning atmosphere. Attitudes of teachers are of major importance because they determine the direction of behavior. Behavior, through attitudes, influences the kinds of responses pupils make to the teacher, and also the kinds of responses the teacher makes to the pupils.

Moreover, the attitude of the teacher should be such that he is able to fulfill capably his various roles. Teachers play many roles which interlock and overlap; some are complementary and some are contradictory. The most obvious role of the teacher is that of initiator, director, and evaluator of learning experiences. The teacher who feels inadequate, superior, or rebellious does not help students create a wholesome emotional climate in which all feel that they belong, accept others, and help each other.

Because all students study English, the importance of the competency of the teacher of English can scarcely be over-emphasized. The competent teacher should be able to help his pupils learn, to make them aware of the culture in which they live, to counsel them, to use appropriately the resources of the school and community, and to fulfill his obligations as a member of a school staff and of a profession. As a teacher responsible for helping students learn the subject matter of English and related skills and acquire other aspects of the cultural heritage, the teacher of English needs to be well trained. English embraces grammar, good usage, writing, spelling, diction, vocabulary, logic, reading of every kind from mazagine articles to poetry. The good teacher, the teacher well prepared in his subject, sees the unity to be found in English and fuses the many elements into a unified subject.

The finest courses of study, the most up-to-date school plants, the most expensive books and machines may not necessarily produce the best prepared students in English. The adequately prepared and devoted teacher is still the central element in the English program.

The certification of teachers is intended to help communities provide the best education possible for their children. Certification of teachers attempts to protect the school children from incompetent teachers; to protect the taxpayers from a waste of public funds spent for incompetent teaching services; to protect qualified teachers from the competition of those not qualified; to raise the standards of teaching requirements for beginning teachers; to improve teachers in service.

The authority for establishing minimum requirements for teachers' certificates is almost completely vested by legislative authority in the respective state departments or state boards of education. Although the legal authority for establishing any enforcing requirements rests with the state, the responsibility for striving to improve standards and procedures for certification should be shared by the state and its approved teacher education institutions. All groups involved in the

education, certification, and employment of teachers should attend to the quality of requirements of certification.

Because all students study English, the rise in school population during the past fifty years has inevitably affected the teaching of English more directly than the teaching of any other subject. Yet the teaching of English in this country is far less effective than it should be. Too many students are struggling to learn English under gravely inferior conditions in crowded classrooms with inadequate books; from teachers ill-prepared and insufficiently helped; in schools unable to attract and to retain teachers with the vision and experience to develop strong English programs; and sometimes with skills that have been insufficiently developed at earlier educational levels.

The pattern of courses cannot alone guarantee the proficiency of the teacher; states and teacher training institutions need reasonable flexibility in planning programs. The great variation in all requirements, on a national scale, reflects the present confusion on the part of state educational authorities concerning the education needed by prospective teachers of English and underscores the importance of national and regional efforts to assist in defining essential requirements.

The laws of Oklahoma make it mandatory that teachers be certificated, that standards be adopted by the State Board of Education for the qualification of teachers, and that rules and regulations be formulated for their certification in the interest of the poulic. The main purpose of teacher certification in Oklahoma is to guarantee that teachers have acceptable, appropriate qualifications. In Oklahoma sixteen colleges and universities are approved by the State Board of Education to carry on teacher-education programs.

The State of Oklahoma Department of Education requires, for a Standard Secondary School Certificate in the Language Arts field, 50 semester hours in general education, 21 semester hours in professional education, and a minimum of 32 semester hours in Language Arts (English). The three charts included in this chapter show the differences and similarities in courses which the sixteen institutions require for a standard certificate in the three areas.

The methodology of the study is described in Chapter III.

CHAPTER III

METHODOLOGY OF THE STUDY

The Techniques of the Study

The Questionnaire Technique

The questionnaire is an instrument that is widely used by educational. workers to obtain facts about current conditions and practices, and to make inquiries concerning attitudes and opinions.¹ For the purpose of the present study the questionnaire was chosen as the most practical device with which to obtain the desired data from a large and geographically scattered sampling.

Questionnaires sometimes take the form of a check list, which is a set of categories for the respondent to check.² The check list has been used increasingly to inquire into the opinions and attitudes of a group. The check list is particularly useful when one cannot see personally all of the people from whom he desired responses or where there is no particular reason to see the respondent personally.³ However, the check list form of questionnaire is dependent upon completeness in order to provide a

¹Deobold B. Van Dalen and William J. Meyer, <u>Understanding Educational</u> <u>Research</u> (New York, 1962), p. 252.

²Carter V. Good and Douglas E. Scates, <u>Methods of Research</u> (New York, 1954), p. 612.

³Ibid., p. 606.

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convenient list on which the respondents may check answers. This technique is accepted for obtaining a cross section of fact or attitudes. Good and Scates⁴ state that "opinions and attitudes are facts, in so far as the responses are typical of the individuals, but they are facts of opinion. They represent the leanings of attitudes of a person, whether right or wrong."

The check list used in the current study was designed to ascertain the attitudes of teachers teaching English in approved junior high schools in Oklahoma toward their own knowledge of subject matter and toward their competency in certain teaching skills. The check list was designed to include the many and various phases of knowledge and skills recognized by experts in the discipline as important and necessary to assure the competency of the teacher of English.

The Jury Technique

Questionnaires and related instruments for gathering data, such as the check lists in the present study, need validation in terms of practical use. Criticisms of qualified persons are essential for considered improvements before the final form of the questionnaire is prepared and mailed.⁵ The use of group judgments is a tried and accepted practice. Koos⁶ says that this is a means to be used "to secure opinions, judgments, or expressions of attitudes of respondents from which tentative measures

⁴Carter V. Good and Douglas E. Scates, <u>Methods of Research</u> (New York, 1954), p. 613.

⁶Leonard V. Koos, <u>The Questionnaire Technique</u> (New York, 1928), p. 147.

⁵Ibid., p. 622.

be derived."

The "jury technique" involves the combined judgments of a number of people and is often used for validation of a questionnaire.

Two juries were used in the present study. First, a jury of experts chosen from outstanding writers in the field of English teaching was asked to criticize and to make suggestions for improvement of the check list. Second, a group of experienced teachers of English teaching English in junior high school was asked to judge the questionnaire critically for clarity of meaning and significance of the items.

The Random Sampling Technique

The survey method of research is directed toward determining prevailing conditions and facts concerning a group of cases chosen for study. The survey method was selected for the current study as the most suitable one for the survey. This approach to problem-solving seeks to answer questions as to the real facts relating to existing conditions.⁷ Population used for the study was selected by use of random sampling.

Van Dalen and Meyer state:

When employing the technique of stratified random sampling, the researcher divides his population into strata by some characteristic and from each of these smaller groups draws at random a predetermined number of units. Since a random sample may by chance have an undue proportion of one type of unit in it, it is sometimes advisable to use stratified random sampling to get a more representative sample.⁸

[']Carter V. Good and Douglas E. Scates, <u>Methods of Research</u> (New York, 1954), p. 551.

⁸Deobold, B. Van Dalen and William J. Meyer, <u>Understanding</u> <u>Educational Research</u> (New York, 1962), p. 252.

Chi-Square as a Statistical Method

The chi-square test represents a useful method of comparing experimentally obtained results with those to be expected theoretically on some hypothesis.⁹ In many research situations the experimenter is interested in the frequency or proportion of people in a population who fall into certain defined categories. The experimenter might be interested in the attitudes of people, classified according to level of education, on some issue in which their responses could be categorized. This situation is amenable to analysis by means of the chi-square (X^2) technique.¹⁰ The present study is concerned with ascertaining the attitudes of teachers teaching English in approved junior high schools in Oklahoma toward their own knowledge of subject matter and toward their competency in certain teaching skills. The problem is amenable to analysis by means of the chi-square technique.

Development of the Data Gathering Instrument

The Preliminary Instrument

An instrument, based on the literature discussed in Chapter II, was designed and prepared to secure data for the study. The instrument included two sections; (1) a Teacher Self-Assessment composed of 7 items and (2) a personal Data Sheet. (Appendix A.) The purpose of the instrument was to help teachers assess their own feelings (1) of academic competence and

⁹Henry E. Garrett, <u>Statistics in Psychology and Education</u> (New York, 1953), p. 254.

¹⁰Deobold B. Van Dalen and William J. Meyer, <u>Understanding Educational</u> <u>Research</u> (New York, 1962), p. 330. (2) of confidence with respect to their teaching skills. It was also designed to secure data with respect to the respondents.

The original check lists were sent to a jury of sixteen professional educators who are recognized in the field of English or in the teaching of English. (Appendix B.) In a cover letter, the members of the jury were asked to judge the instrument in terms of its clarity and adequacy. In addition, members of the jury were asked to make criticisms of the instrument and to give suggestions for its improvement. (Appendix C.)

Responses of the Jury of Experts

The Teacher Self-Assessment Section

Twelve of the jurors responded; three approved the instrument with no critical comments; five jurors approved with specific recommendations for change or modification; one juror disapproved completely. Three jurors disqualified themselves for varying reasons such as:

"I am up to my ears in helping get the new institute program started here and cannot give it (the questionnaire) careful attention."

"When I returned from a sabbatical year, I found a great backlog of materials and mail to be read. The upshot of this is that I have not been able to carry out the evaluation of the statement that you sent me."

"This is not, I think an area of any recognized competence on my part -- at least, to the point of justifying me as a juror."

Several suggestions for change were made by the jury of experts. (Appendix D)

The jury of experts made eight recommendations with respect to item 1 on the check list. This item was concerned with the teachers' feelings of competency with respect to their own academic background. Several of the recommendations were made by more than one juror; most were directed toward clarification of wording. Item I was revised as shown in Appendix E. Starred items are the ones in which changes were made.

- The jury of experts made nine recommendations with respect to item 2 on the check list. This item was concerned with the feelings of confidence of the teachers with respect to their ability to teach in certain areas of the English field. In response to the suggestion, subheads in item 2 were rearranged and certain changes in wording were made as shown in Appendix E. Starred items are the ones in which changes were made.

The jury of experts made three recommendations with respect to item 3 on the check list. This item was concerned with the feelings of confidence of the teachers with respect to their competency in the use of certain practices, materials, or devices. In response to the suggestions, subheads in item 3 were rearranged, certain changes in wording were made, and a subhead was added to item 3. Starred items are the ones in which changes were made. (Appendix E.)

No criticisms or suggestions for change were given by the jurors for item 4, dealing with adequate knowledge of materials and sources which can be used to make classes more interesting and informative; none were given for item 5, concerning the organizing and controlling of a classroom; and none for item 6, dealing with the direction of extra curricular activities. These items were unchanged, therefore, in the revised check list. (Appendix E.)

One suggestion was made for the improvement of item 7, dealing with the ability to handle different types of classes. This suggestion was for the inclusion of an additional sub-heading. The suggestion was incorporated in the revised check list. (Appendix E.)

The Personal Data Section

Most of the criticisms with respect to the personal data sheets were concerned with wording; a few dealt with placement of items; and three were concerned with additions to the blank.

Changes were made in items 1, 2, 3, 4, 9, 11, 12, 13, 14, 15, 16, and 17 as a result of the jury criticisms and suggestions. No changes were suggested by the jury for items 5, 6, 7, 8, 10, 18, 19, 20, 21, 22, 23, or 24. The writer, however, made several changes in the format of some of these items. Changed items are starred in Appendix E.

The Irial Run Instrument

The revised instrument was submitted to ten teachers of English teaching currently in two approved junior high schools of Oklahoma. (Appendix F.) One purpose of the trial run was for further clarification and improvement of the instrument. Another purpose of the trial run was to determine the approximate time required for checking the questionnaire. The responses of these teachers were not included in the data of the study.

Responses of the Teacher Jury

Nine suggestions made by the ten teachers used in the trial run related to clarification of wording; two related to placement of items; and two related to spacing of items.

Details of the suggestions made by the ten teachers used in the trial run are found in Appendix G. These revisions were all made and the instrument, thus revised, became the check list used to gather data for

the study. This check list was printed in booklet form. (Appendix H.)

Selection of the Sample for the Study

A list of the approved junior high schools of Oklahoma for the year 1964-65 was obtained from the Oklahoma State Department of Education. The list included 305 schools. A letter was sent to the principal of each of the 305 schools to ascertain the number of teachers in that school currently teaching two or more classes of English. (Appendix I.) The responses from the principals, totaling 274, showed that 790 teachers could be used as respondents to the study. (Appendix J.)

In order to select representative units, geographical divisions of Oklahoma were made. Chart 1 shows complete data concerning the geographical divisions, and the total number of schools and eligible respondents in the divisions.

Chart 1

	Resp	ondents E ligible		
Number of	Eastern Section	Central Section	Western Section	<u> Total</u>
schools	109	106	59	274
teachers (eligible)	308 (39%)	333 (42%)	149 (19%)	790

First Selection of the Respondents

The decision was made to use 400 teachers as a representative sample of the total 790 teachers eligible as respondents to the study. Chart 2 shows data concerning respondents chosen.

	Res	spondents Chosen		
Number of	Eastern Section	Central Section	Western Section	Total
schools	54	53	30	137
teachers (eligible)	156 (39%)	168 (42 %)	76 (19%)	400

The check lists were sent to the 400 teachers in the 137 junior high schools with a cover letter (Appendix K) to each principal requesting permission to use certain teachers in his school as respondents for the study. The returns of the check lists were not as numerous as deemed necessary to secure adequate data for the study, as additional respondents had to be chosen.

Selection of Additional Respondents

Chart 3 shows data concerning persons chosen as additional respondents for sampling.

Cha	rt	3

	Responden	ts for Second Sam	pling	
Number of	Eastern Section	Central Section	Western Section	Total
schools	15	11	9	35
teachers (eligible)	43 (39%)	46 (42%)	21 (19%)	110

The final totals were 510 check lists to teachers in 172 schools.

The Sample Used in the Study

The final total of the returned check lists revealed that 282 respondents had participated in the study, representing 55 per cent return

on the instrument. Eight returned check lists were rejected because the respondent had failed to include the requested number of hours of course work. Four respondents returned check lists too late to be included in the study. Check lists from 270 respondents were accepted for analysis.

Summary

A tentative check list of items important to the teaching of English was developed from pertinent literature. These items concerned areas about which the respondents were presumed to have knowledge and skill important to classroom teaching. The check list was to be used as the data gathering instrument of the study.

A jury of recognized writers in the field of English and a jury of experienced teachers of English in approved junior high schools of Oklahoma were asked to pre-test the check list. The tentative check list was revised in accordance with recommendations and criticisms made by the jury of writers and by the jury of experienced teachers. The check list was then printed in booklet form for distribution to the selected respondents.

Then from a total of 790 teachers eligible to be respondents to the study, 400 teachers were originally selected by means of the stratified random technique. The respondents represented 137 approved junior high schools of Oklahoma. Within three weeks 110 additional check lists were sent to other teachers eligible for the study. These represented 35 junior high schools. The final number of check lists mailed to teachers totaled 510 representating 172 approved junior high schools.

Two hundred eighty-two returns were received from the respondents. Twelve returns were rejected, leaving a total of 270 returns accepted for analysis. The findings from these returns are discussed in Chapter IV.

CHAPTER IV

FINDINGS OF THE STUDY.

Introduction

When completed questionnaires had been received from 282 respondents, as described in Chapter III, the returns were examined. Twelve of the returned check lists were discarded or rejected because of incompleteness or late return. The remaining 270 check lists were then processed by the computing center at Oklahoma State University. Processing included both tabulation of responses and statistical treatment of the data by the Chi-Square technique. The treated data are presented in Tables I through XXIV. Each table is presented and interpreted in Chapter IV.

The Data of the Study

Table I

Data in Table I are related to the type of institution in which the respondent did his undergraduate work. A study of the data given in the table reveals that no significant differences exist among the respondents with respect to their feelings of academic competence.

There are four significant differences, as shown by the starred items, among the respondents with respect to their feelings of confidence in their own teaching ability. In three instances, as shown by the symbol "#", the respondents who had their training at state colleges show the highest

TABLE I

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF TYPE OF INSTITUTIONS OF UNDERGRADUATE PREPARATION

ITEMS OF RESPONSE	liniv	ersity	<u>Type of Ir</u> Liberal		S	tate	
TIEND OF RESPONDE	Diff	== 5109	Liberai	ALCS		ta te	Chi-Square
CONFIDENCE IN:	NL	AO	NI.	<u>OA</u>	NL	OA	
OWN ACADEMIC COMPETENCE							
Literature	14	79	2	27	33	114	4,88651
Drama	41	52	9	20	59	.87	1.56962
Essay	45	48	10	. 20	61	86	2.38081
History, English Language	37	55	11	18	67	80	,99295
Formal Grammar	12	79	4	26	17	130	.16952
Linguistic Grammar	61	32	15	15	83	63	2,95514
Journalism	63	30	19	10	89	56	1.32755
	47	45	19	10	80	65	
Library Science			7		48	99	1,39998
Speech Arts	30	63		23			1.04291
Basic Reading Skills	26	67	10	20	- 29	118	3.69336
Study Reading Skills	19	74	5	25	. 32	115	.40285
Literary Reading Skills	11	82	6	24	27	120	2,12518
Mechanics and Usage	. 7	86	0.	30	8	139	2.45711
Oral Communication	66	87	4	26	9.	138	2.05467
Written Communication	4	89	4	26	15 .	131	3,58005
Formal Composition	15	78	5	24	36	111	2.66778
Creative Writing	27	.66	8	22 .	52	95	1,52598
Critical Thinking	19	74	4	26	34	113	1.47508
Listening	8	82	1 '	29	21	125	3.81296
Discussion Group Technique	20	73	9	21	36	109	.94757
OWN TEACHING ABILITY			· .			•	
Literature	16	77	3	27	23	123	.89828
	37	56	8	21	-53	93	1.42799
Drama	40	53	. 8	22	62	85	2.78544
Essay							
History, English Language	29	. 64	12	17	70	77	6.34938* ##
Formal Grammar	10	83	3	27	16	131	.02034
Linguisitc Grammar	58	35	15	14	70	77	5,00161
Journalism	67	26	20	9	. 93	54	2.04416
Library Science	55	37	18	11	80	67	.99295
Speech Arts	35	58	13	16	50	96	1,23771
Basic Reading Skills	24	69	11	18	31	116	3.83499
Study Reading Skills	23	70	7	22	27	119	1.48009
Literary Reading Skills	12	81	5	25	20	127	.27430
Mechanics and Usage	6	87	2	27	8	139	.15603
Oral Communication	10	83	4	26	12	134	.93792
Written Communication	5	88	- 5	25	19	128	4.62202
	14	79.	8	25	32	114	2,78150
Formal Composition			7	23	52	95	
Creative Writing	31	62					1.62551
Critical Thinking	30	63	6	23	50	97	1.93249
Listening	9	84	2	27	28	119	5.54974
Discussion Group Technique	24	69	8	22	39	108	.01780
COMPETENCE IN PRACTICES,							
MATERIALS, OR DEVICES							
Group Teaching	29	63	9	20	49	97	.14248
Team Teaching	46	46	18	11	77	69	1.28938
Teaching Machines	61	32	22	7	86	60	3,37868
Radio and Television	49	44	17	11	79	65	,56215
Other Programmed Learning	44	48	15	14	67	78	.30688
Newspapers	25	67	13	16	33	114	6.26233* #
	23	69	12	15	48	98	4.03484
Trips and Excursions		80	6	23	27	120	1.06937
Parent Conferences	13						
Evaluation	12	. 80	6	24	15	132	2,29963
Standardized Testing	17	76	6	24	21	125	.95786
Informal Testing	11	82	2	28	15	132	.65967
Interpreting Data in Files	19	74	7	22	30	117	.21737
Group Reports	21	72	6,	23	36	111	.22.237
Socio Dramas; Role Playing	36	56	15	15	65	. 81	1.28868
Book Reviews	. 16	76	8	22	24	. 118	1,64699
NOWLEDGE OF MATERIALS,							
SOURCES TO MAKE CLASSES							
INTERESTING, INFORMATIVE	17	76	4	26	21	126	181857
ABILITY TO ORGANIZE AND	· • ·		•				
	. 3	90	1	29	6	141	.12996
CONTROL CLASSROOM	3	90	1	27	0	141	•12770
ABILITY TO DIRECT EXTRA-	04	17	10	18	20	119	6 70610+ 4
CURRICULAR ACTIVITIES	26	67	12	18	28	118	6.72610* #
ABILITY TO HANDLE CLASSES	1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 -						
Heterogeneous Classes	10	83	4	25	11	132	1.34195
Homogeneous Classes	. 3	87	2	28	7	131	. 68246
A. Fast Group	. 6.	85	2	28	9	135	.01451
B. Slow Group	20	71	12	18	-35	110	4.07533
C. Average Group	6	87	1	29	4	143	2,07583
Ungraded Classes	28	60	16				7.22793* #

Ungraded Classes 28 60 16 12 44 NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2. *Significant Differences .05 level #State College ##University

degree of confidence; in only one situation, as indicated by ##, the respondents who attended universities show the greatest confidence.

When significant differences exist, the respondents who attended state colleges for their undergraduate work tend to feel more confident.

Table II

Data in Table II are related to the type of support for the institution in which the respondents did their undergraduate work. A study of the data presented in the table reveals two significant differences among the respondents with respect to their feeling of academic competence, as indicated by the starred items. There are four significant differences among the respondents with respect to their confidence in their own teaching ability, as indicated by the starred items.

With respect to four of the six items, when significant differences are indicated, respondents who had attended privately supported institutions are most confident as indicated by #; in only two instances are the attendants at publically supported institutions more confident, as indicated by ##.

When significant differences exist, those respondents who attended privately supported colleges seem to feel more confident.

Table III

Data in Table III are related to the type of institution in which the respondent did graduate work. A study of the data presented in the table reveals that there is only one significant difference with respect to the respondent's feelings of confidence in their own teaching competency. Four significant differences are shown with respect to the respondents' feelings of confidence in their own teaching competency. Significant

TABLE II

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF STATE OR PRIVATE SUPPORT OF INSTITUTIONS OF UNDERGRADUATE PREPARATION

EMS OF RESPONSE						Private		01.1
NFIDENCE IN:		NL.		AO	NL		AQ	Chi-Squa:
N ACADEMIC COMPETENCE			•					
iterature		4		34	45		186	1,75623
rama	·	16		22	93		137	.03771
ssay		20		18	. 96		136	1,68708
istory, English Language		19		19	96		134	.90846
ormal Grammar		6		32	. 27		203	.49550
inguistic Grammar		21		17	138		93	,27061
ournalism		29		9	142		89	3.10472
ibrary Science		26		11	120		110	4.21196*
peech Arts		12		26	73		159	.00019
asic Reading Skills		15		23 29	50 47		182 185	5.73771* ; .23307
tudy Reading Skills	t	9		31	37		195	.14636
iterary Reading Skills Wechanics and Usage		3		35	12		220	•46119
ral Communication		5		33	14		218	2,53270
ritten Communication		5	•	33	18		213	1,20153
ormal Communication		8		30	48		183	.00147
reative Writing		14		24	73		159	.43219
ritical Thinking		7		31	50		182	.19215
istening		5		33	25		203	,15654
iscussion Group Technique		13		25	52		178	2,38940
N TEACHING ABILITY				. .	·		100	
iterature		4		34	- 38		193	.86913
rama		13		25	. 85		145	a10601
ssay		15		23 22	95 95		137 136	.02940
listory, English Language		16		22 34	25		207	.01292 .00212
ormal Grammar inguistic Grammar		4 20		34 18	123		108	.00212
ournalism		26		12	154		77	.04536
ibrary Science		30		8	123		107	8,63543**
peech Arts		17		21	81		149	1.27407
Basic Reading Skills		15		23	51		180	5.33328*
tudy Reading Skills		10		28	47		183	.67358
iterary Reading Skills		5		33	32		200	.01114
echanics and Usage		3		35	13		218	.29979
)ral Communication		5		33	21		210	.61817
ritten Communication		8		30	21		211	4.90510*
ormal Composition		11		27	43		187	2.13025
reative Writing		13		25	77		155	.01531
Critical Thinking		9		29	77		154	1,39692
istening		4		34	35		196	.56313
iscussion Group Technique		12		26	. 59		173	. 63676
MPETERCE IN PRACTICES,								
TERIALS, OR DEVICES		12		25	74		155	.05334
Sroup Teaching		13 23		15	118		111	1.05882
ear, Teaching		29		9.	140		90	3.34017
eaching Machines adio and Television		20		17	125		103	.00762
)ther Programmed Learning	1	16		21	110		119	.29335
lewspapers		14		23	57		174	2.83727
Trips and Excursions		13		24	70		158	.29087
Parent Conferences		6		32	40		191	.05364
Evaluation		8		- 30	25		206	3.17309
Standardized Testing		6		32	38		193	.01041
Informal Testing		2		36	26		206	1.24102
Interpreting Data in Files		7		31	49		182	.15421
Sroup Reports		8		30	55 100		176 130	.13828 .02504
Socio Dramas; Role Playing		16 8		22 30	.40		186	,02504 ,24592
BOOK Reviews		0	· .	30	.40		100	.27372
NOWLEDGE OF MATERIALS, DURCES TO MAKE CLASSES							and the second	
TERESTING, INFORMATIVE		4		34	38		194	.85154
BILITY TO ORGANIZE AND								
NTROL CLASSROOM		0		38	10		222	1.70092
ILITY TO DIRECT EXTRA-								
IRRICULAR ACTIVITIES		12		26	54		177	1,18571
ILITY TO HANDLE CLASSES								
leterogeneous Classes	100 B	4	1.	34	21		206	.06195
lomogeneous Classes		2		35	10		211	. 05540
A. Fast Group	1	2		36	15		212	.09805
B. Slow Group		15.		23	52		176	4.80141*
C. Average Group		1	-	37	10		222	·23546
Ingraved Classes	. <u></u>	16		21	72	······································	147	1.50785
L - None or Little AO -	Adequate or (Outs1	tanding			المراجع المعادية		
ni-Square values were calcula	ited at the .(05 si	ignificance l	evel.	The degree of fre e Support	edom is l.		
*Significant Differences	.05 level							

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TABLE III

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF TYPE OF INSTITUTION OF GRADUATE PREPARATION

TEMS OF RESPONSE		Univers	i + v	T	vpe	of Institu Liberal	1100		State				
LIEMS OF RESPONSE		Univers	Trà			Arts			State			Chi-Square	
ONFIDENCE IN:	NL		AO	1	NL.	A0		NL		AO			
WN ACADEMIC COMPETENCE													
Literature	18		89		1	5		13		67		.01087	
Drama	38		68		3	2		30		50	1.1	1,19878	
Essay	· 40		67		2	4		32		48		,19830	
	40		63					32					
History, English Language					2					44		.20063	
Formal Grammar	11		94		1	5		12		68		•94061	
Linguistic Grammar	64	e - 11	· 43		2	4		.44		35		1.76774	
Journalism	64		43		4	- 1		56		24		2,61021	
Library Science	53		53		1	4		43		36		2,33707	
Speech Arts	26		81		2	4		27		53		2.07764	
Basic Reading Skills	. 24		83		2	4		20		60		.47436	
Study Reading Skills	19		88		2	4		20		60		1,97633	
Literary Reading Skills	13		94		2	4		13		67		2,38998	
Mechanics and Usage	5		102		1	- 5		2		78		2,98760	
Oral Communication	6		101		2	. 4		2		78		10.88933**	
Written Communication	10	L -,	97		1	5		7		72		,40017	
Formal Composition	20)	87		.3	. 3		18		62		3.45756	
Creative Writing	30		77		2	4		28		52		1,05040	
Critical Thinking	18		89			5		21		59		2,53834	
					1								
Listening	11		96		2	4		8		71		3.19015	
Discussion Group Technique	24		83		З.	3		20		59		2,38688	
WN TEACHING ABILITY													
Literature	16	,	91		0	6	,	12		68		1.05093	
Drama	37	,	70		2	3		27		53		.08596	
Essay	39		68		ĩ	. 5		35		45		2,31087	
	37		70			4		39		41		4,69046	
History, English Language					1								
Formal Grammar	14		93		0	6		8		72		1,22780	
Linguistic Grammar	62		45		2 ·	3		37		43		2,83779	
Journalism	63	3	44		2	3	k .	61		19		7.61775* #	
Library Science	57	· .	. 49		1	. 4		42		38		2,18454	
Speech Arts	. 36		71		3	. 2	1	29	· · ·	50		1.51914	
Basic Reading Skills	21		86		2	3		20		60		1.67597	
										57			
Study Reading Skills	16		91		1	• 4		22				4.65092	
Literary Reading Skills	10		97		0	, 6		12		68		2,24570	
Mechanics and Usage	3	5	104		0	5	•	3		77		. 30099	
Oral Communication	6	5	100		1	5	,	7		73		1,44905	
Written Communication	10	1	97		2	4		- 8		72		3,53873	
Formal Composition	20		86		2			13		67		1.82052	
	36		71		2	. 4		23		57		.51591	
Creative Writing				•									
Critical Thinking	.32		75		2	· 3		26		54		.32625	
Listening	12		95		1	4		14		66		1.64600	
Discussion Group Technique	2ć	5 . ·	81		2	4	l I	18		62		.38941	
COMPETENCE IN PRACTICES,		-											
ATERIALS, OR DEVICES													
Group Teaching	. 27	,	80		1	. 4		31		49		4,20633	
			52			3				35		.78718	
Team Teaching	55				2			45					
Teaching Machines	71		35		З	2		48		32		.99632	
Radio and Television	<u> </u>		56		3	. 2		51		29		5.40764	
Other Programmed Learning	´ 47	7	58		з	3	3	38		42		•17545	
Newspapers	24	1 ·	83		2	3	3	20		60		.89110	
Trips and Excursions	28		77		2	. 3		24		55		.63324	
Parent Conferences	10		97		2	3		21		59		11.06695**	
	13		94		õ	. 6		6		74			
Evaluation												1.79116	
Standardized Testing	11		96		.0	. 6		17		63		5.49192	
Informal Testing	ç) .	98		0	. 6		8		72		.74199	
Interpreting Data in Files	14	1	· 93		0	5	j.	22		58		7.42909*	
Group Reports	22	>	85		-0	. 5	, ,	23		57		3,28231	
Socio Dramas; Role Playing	44		62		ĩ	. 6		40		40		3,24504	
	16		89		î			17		60		1.41127	
Book Reviews	10	,	0,9		÷		• •	1,		00		1.71121	
NOWLEDGE OF MATERIALS,													
OURCES TO MAKE CLASSES													
NTERESTING, INFORMATIVE	15	5	92		1	. 5)	13		67		.19155	
BILITY TO ORGANIZE AND													
	2	,	105		0	e	<u>.</u>	з		77		.80638	
ONTROL CLASSROOM	2	<u>.</u>	100		U.	c	· .	3		• •		.00030	
BILITY TO DIRECT EXTRA-	_				1			~~		5.0		1 000 10	
URRICULAR ACTIVITIES	25	ò	82		0	6) .	20		59		1.99248	
BILITY TO HANDLE CLASSES													
Heterogeneous Classes	5	5	101		1	2	1	10		67		4.78849	
						5		5		71		9.67616**	
Homogeneous Classes	. (104		1								
A. Fast Group	4		102		0	· 6		5 -		73		1.00034	
B. Slow Group	24	1	82		3	3	3	21		58		2.40981	
C. Average Group	2		105		1	5	, .	2		78		4.93415	
										42		4.25269	

Ungraded classes. A0 - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2. *Significant Differences .05 level #State College **Significant Differences .01 level ##University ***Significant Differences .001 level ###Liberal Arts College

differences are indicated in the table by asterisks.

With respect to the five significant differences shown in the table, state college attendants show the greatest confidence with respect to two items, as indicated by the symbol #; university attendants, to two items as indicated by ##; and liberal arts attendants, to one item, as indicated by ###.

State college and university attendants indicate more confidence than do attendants at liberal arts colleges.

Table IV

Data in Table IV are related to the type of support given the graduate institutions which the respondents attended. A study of the data given in the table shows no significant differences with respect to the respondents' feelings of academic competency. Two significant differences are shown with respect to the respondents' feelings of confidence in their teaching ability, as shown by the starred items. In respect to one item, respondents who attended privately supported institutions are more confident (#); in the other, respondents who attended publicly supported institutions are more confident (##).

The type of support of the institution attended at the graduate level seems to have little relationship to the respondents' feelings of competence or confidence.

Table V

Data in Table V are related to the degree or degrees held by the respondents. There were no Doctor of Philosophy degrees and only two Doctor of Education degrees among the 270 respondents; therefore, the doctoral degree were not considered in interpreting the data.

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TABLE IV

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FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF STATE OR PRIVATE SUPPORT OF INSTITUTIONS OF GRADUATE PREPARATION

		·	<u> </u>	-						
ITEMS OF RESPONSE			Public		·		Private		1	Chi-Squar
CONFIDENCE IN:		NL		AO		NL.		OA.	· · · · · · · · · · · · · · · · · · ·	
DWN ACADEMIC COMPETENCE									1. E. A.	e de la composición d
Literature		4		15		28		146		.30476
Drama	1. A.	4		-15		67		105		2.34759
Essay		8	. ·	11		66	6 A.	108		.12625
History, English Language Formal Grammar		10 3		9 16		71	1	101 151		,90286
Linguistic Grammar		10		9		100		. 73		.19961 .18715
Journalism	· · · · · · · · · · · · · · · · · · ·	9		10		115		58		2,73205
Library Science		6		12	1	91		81		2.49829
Speech Arts		2		17		53	1	121	· · · ·	3.34028
Basic Reading Skills		.4 4		15 15		42 37		132 137		.08982 .00045
Study Reading Skills Literary Reading Skills		2	· ·	17		26		148		26935
Mechanics and Usage		ī		18		7		167		.06630
Oral Communication		. 1		13	1	9		165		.0002B
Written Communication	•	2		17		16		157		.03289
Formal Composition		3 5		16 14		38 55		136		.37470
Creative Writing Critical Thinking		5	÷	14 15		. 36		119 138		.22404 .00137
Listening		2		17		19		154		,00365
Discussion Group Technique		6		13		41		132		.57495
OWN TEACHING ABILITY							•			
Literature		3		16		25		149		.02791
Drama		5 7		14		61		112		.60712
Essay Nistany Epslich Lapource		8		12 11		68 69		106 104		.03612
History, English Language Formal Grammar		1		- 18	4	21		153		.03515 .78559
Linguistic Grammar		9		10		92		B1		.23184
Journalism		8		11		118		55		5.17084*
Library Science		9		-10		91	·	81		,21041
Speech Arts		5		14		63	· · · · ·	109		.79359
Basic Reading Skills		5.		14		38		135		.18643
Study Reading Skills Literary Reading Skills		4 2		15 17		35 20		137 154		.00521 .01589
Mechanics and Usage		1.	1	18	· .	-5		168		.31843
Oral Communication		ō		19		14		159		1.65850
Written Communication		2		17		13		156		,00060
Formal Composition		3 j		1.6		32		140		.09060
Creative Writing		5		14		56		118		.27286
Critical Thinking		-4		15	1 - E	56 25		117 148		1,02061
Listening Discussion Group Technique		2 5		17 14		25 41		133		.21818 .07149
COMPETENCE IN PRACTICES,		5		14		-1		100		.01145
WATERIALS, OR DEVICES										
Group Teaching		8		11		51		122		1,28201
Team Teaching		9		-10		93		80		.28060
Teaching Machines		15		4		107 93		65 78	•	2,07738
Radio and Television Other Programmed Learning		10 · 9		10		93 79		93		.02120 .01424
Newspapers		4.		15		. 42		131		.09772
Trips and Excursions		9		10		45		125		3.65712
Parent Conferences		1		18		32		141		2,10653
Evaluation		2		17		17		157		.01103
Standardized Testing		1		18		27		147		1.45215
Informal Testing	•	1		18 17		16 34		158 139		.32974 .93608
Interpreting Data in Files Group Reports		2 2'	1. C	17		43		139		1,95890
Socio Dramas; Role Playing		4		15		81		92		4.60750*
Book Reviews		2		17		32		137		.81516
NOWLEDGE OF MATERIALS,										
SOURCES TO MAKE CLASSES										
INTERESTING, INFORMATIVE		3		16		26		148		.00962
ABILITY TO ORGANIZE AND		· ·		10		c.		160		56040
CONTROL CLASSROOM ABILITY TO DIRECT EXTRA~	è.	0		19		5		169		.56049
CURRICULAR ACTIVITIES		. 2	· · ·	17		43		130		1.95890
Heterogeneous Classes		1		18		15		154		.28627
Homogenous Classes		ō	•	18		6		162		.66428
A. Fast Group		1		18		. 8		163		.01295
B. Slow Group		6	1 - C	13.		42	· .	130		• 46623
C. Average Group		0		19		5		169		.56049

 NL - None or Little
 AO - Adequate or Outstanding

 Chi-Squares were calculated at the .05 significance evel.
 The degree of freedom is 1.

 *Significant Differences
 .05 level

 #*Significant Differences
 .01 level

 ##*Significant Differences
 .001 level

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TABLE	v	•
INDUC		

FREQUENCY DISTRIBUTION OF RESPONSES IN RELATION TO HIGHEST DEGREE HELD

EMS OF RESPONSE	BA BS			Ş	M	A	<u>est D</u> e N	is	M	T	E	d.D	Ed.D Ph.D			
NFIDENCE IN:	NL	_AO	NI.	<u>CA</u>	NL	AO	NL.	AQ	NL	AO	<u>NL</u>	AO	NL.			
N ACADEMIC COMPETENCE																
iterature	21	85	17	62	5	30	4	22	2	19	0	2	0	0	2.77295	
rama	43	64	32	47	8	26	14	11	10	11	2	ō	0	Ó	9.92368	
ssay	49	58	39	. 40	7	28	13	13	8	13	0	2	0	0	11,43857* ##	
istory, English Language	48	59	37	42	12	23	10	-15	7	13	1	1	0	0	2,36390	
ormal Grammar	13	94	- 11	67	з	- 31	з	23	3	18	0	2	0	0	.98839	
inguistic Grammar	59	48	51	28	24	10	12	14	12	9	1	1	0	0	5,42864	
ournalism	61	46	58	21	19	16	16	9	15	6	2	0	0	0	8.30760	
ibrary Science	59	47	43	35	17	17	14	12	11	10	2	0	0	0	2.05768	
peech Arts	33	74	28	51	9	26	7	19	6	15	2	0	0	0	5.82063	
asic Reading Skills	29	78	18	61	5	30	7	19	6	15	0	2	0	0	3.42543	
tudy Reading Skills	25	82	16	63	4	31	6	20	5	16	0	2	0	0	3.03576	
iterary Reading Skills	20 7	87	14	65	2	33	5 2	21	3 0	18	0	2	0.0	0	4,05667	
lechanics and Usage	8	100 99	4 5	75 74	2	33 35	4	24 22	2	21 19	ŏ	2 2	0	ŏ	1,81581 5,86089	
ral Communication ritten Communication	8	-99	6	72	3	32	5	21	1	20	ŏ	2	õ	ŏ	4.59676	
ormal Composition	14	99	26	53	5	30	8	18	2	19	1	ĩ	ŏ	õ	15.85976** #	
reative Wrlting	30	77	33	46	10	25	8	18	. 6	15	ò	2	ŏ	õ	5.47475	
ritical Thinking	22	85	23	56	4	31	3	23	5	16	ŏ	.2	ŏ	ŏ	7.08528	
istening	15	91	-0	68	3	32	ĭ	25	2	18	ŏ	2	ŏ	õ	2,86557	
iscussion Group Technique	27	79	23	55	7	28	4	22	4	17	ŏ	2	ŏ	ŏ	3,65664	
IN TEACHING ABILITY									•	-		-	-	-		
iterature	14	93	15	6 3	5	30	5	21	3	18	0	2	0	0	1,99737	
rama	36	70	28	51	11	24	12	13	9	12	2	0	0	0	5,98790	
ssay.	49	58	33	46	8	27	12	14	8	13	0	2	0	0	7.55467	
listory, English Language	43	64	39	40	9	26	10	15	10	11	0	2	0	0	7.45458	
ormal Grammar	9	98	10	69	5	30	4	22	· 1	20	0	2	0	. 0	2.97594	
inguistic Grammar	53	54	47	32	21	14	12	13	9	12	1	1	0	0	3.66631	
ournalism	70	37	59	20	18	17	13	12	18	3	2	0	0	0	12,90619	
ibrary Science	43	. 44	48	31	16	18	12	13	12	9	2	0	0	0	4.31701	
peech Arts	36	70	32	47	11	24 .	7	18	10	11	2	0	0	0	6,60326	
asic Reading Skills	31	76	16 .	63	8	27	5	20	6	15	0	2	0	0	3.08586	
itudy Reading Skills	26	81	14	64	6	- 29	5	20	6	15	0	2	0	0	2.68914	
iterary Reading Skills.	16	91	14	65	1	34	4	22	2	19	0	2	0	0	5.39158	
lechanics and Usage	7	100	7	72	1	34	1	24	0	21	0	2 2	0	0	3.48747	
ral Communication	.9	98	10	69	0	34	. 4	22	3	18 18	0 0	2	0	0	6,34249	
ritten Communication	10	97	12	.67	1	34	3	23 19	3 1	20	ŏ	2	ŏ	ŏ	4.65047	
ormal Composition	16	91	25 33	54	6 15	28 20	8	19	6	15	ŏ	2	ŏ	ŏ	12.24265* # 7.72338	
Creative Writing	28 29	79 78	33	46 46	11	20	6	19	7	14	ŏ	2	ŏ	ŏ	6.34814	
Critical Thinking	17	90	13	66	2	33	2	23	5	16	Õ	2	ŏ	ŏ	5.24889	
istening	33	90 74	24	55	6	29	3	23	5	16	ŏ	2	ŏ	ŏ	7,03532	
Discussion Group Technique	33	/4	24	55	0	27	5	20	5	10	Ũ	~	Ũ	Ũ	1100002	
MPETENCE IN PRACTICES, ATERIALS, OR DEVICES,																
Group Teaching	43	64	20	57	8	27	7	18	8	13	1	1	1	1	6,66026	
Team Teaching	59	48	39	38	15	20	17	8	9	12	2	ō	ō.	ō	6,70515	
Teaching Machines	64	43	51	28	23	11	18	7	11	10	2	0	0	0	3,92478	
adio and Television	58	48	43	35	19	. 15	14	10	10	11	1	1	0	0	.59559	
ther Programmed Learning	48	57	38	40	17	17	13	13	9	12	1	1	1	1	.51586	
lew spapers	32	74	18	61	7	28	7	18	6	15	1	1	Ó	0	2,70229	
rips and Excursions	41	65	21	56	9	25	5	20	7	14	0	2	0	0	6.06774	
Parent Conferences	18	89	17	62	4	31	2	23 ·	5	16	0	2	0	0	4.42795	
Svaluation	13	93	15	64	3	32	1	25	1	20	0	2	0	0	6,85085	
Standardized Testing	22	.84	11,		6	29	. 2	24	3	18	. 0	2	0	0	3.73972	
Informal Testing	12	95	7	. 72	5	30	2	24	1	20	1	1.	0	Q	5,14361	
Interpreting Data in Files	24	83	20	5 9	7	28	1	24	4	17	0	2	0	0	6.00812	
Group Reports	32	75	18	61	5	30	з	22	5	16	0	2	0	0	6,58750	
Socio Dramas; Role Playing	46	61	. 34	44	12	22	12	14	10	11	2	0	0	0	3.75951	
Book Reviews	17	87	15	64	3	30	4	22	7	13	2	0	0	0.	15.04289* ##	
WIEDGE OF MATERIALS,																
DURCES TO MAKE CLASSES					_				-				~	~	0.74005	
TERESTING, INFORMATIVE	16	.91	14	65	5	30	4	22	2	19	1	1	0	0	2,74325	
BILITY TO ORGANIZE AND			-		~	<u> </u>	~	~		~~	^	~	^	<u> </u>	2 57000	
INTROL CLASSROOM	6	101	3	7 6	0	35	0	26	1	20	0	2	0	0	3,57830	
BILITY TO DIRECT EXTRA-	67	é o	10	60	-		0	10	6	16	2	0	0	0	8 70361	
IRRICULAR ACTIVITIES	27	. 80	19	60	5	30	8	18	5	15	2	0	0	0	8.72361	
BILITY TO HANDLE CLASSES	,	100	10	٤.	,	22	,	24	3	18	1	1	0	0	13.73976* ##	
leterogeneous Classes	6	100	13	64 68	1	33 33	1 1	24 24	1	20	ō	2	ŏ	ŏ	1.27844	
lomogeneous Classes	4	99 98	5 5	70	0.	33 35	3	24	ō	20	ŏ	2	ŏ	ŏ	5,76208	
A. Fast Group	30	98	18	58	12	23	3	23	4	16	ŏ	2	ŏ	ŏ	5.61925	
B. Slow Group C. Average Group	30	103	4	75	2	33	1	25	ő	21	ŏ	2	ŏ	ŏ	1.44990	
					13	21	9	15	7	13	1	õ				
Ingraded Classes Ingraded Classes	36	65 1	22	54	15	21	У	10	'	13	1	U	,00	0000		
	and the second	uate o	r Oute	tandio	,	·										
hi-Square values were calcul						level	The	deara	e of f	-oodor	1 e 5					
*Significant Differences		.05 lev				ter of				Sector!	13 J.	•				
*Significant mitterences					C Drives				- 94 46							

,

There are two significant differences, as shown by the starred items, with respect to the respondents' feelings of academic competency. Four significant differences, as shown by the starred items, exist with respect to the respondents' feelings of teaching confidence.

With respect to the six items which show significant differences, respondents holding the Master of Teaching degree show the highest confidence with respect to three items (#); respondents holding the Master of Arts degree show the highest degree of confidence with respect to three items (##).

Holders of the Master of Teaching and the Master of Arts degree tend to feel more confident than holders of other degrees.

Table VI

Data in Table VI are related to the recency of data for the highest degree held by each respondent. Four significant differences exist with respect to the respondents' feelings of academic competency; four significant differences exist with respect to the respondents' confidence in their own teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the eight items which evince significant differences, teachers whose highest degree pre-dates 1950 are more confident with respect to five items (#), teachers whose highest degree post date 1950 are more confident with respect to three items. (##).

Teachers who have held their higher degrees longer indicate more confidence than teachers whose highest degrees are more recent.

TABLE VI

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF DATE OF HIGHEST DEGREE

TTENS OF BESTONSE	1920-	1000	1020-		<u>e of Hic</u> 1940-		1950-	1060	10	60-	
ITEMS OF RESPONSE				1930-1939							Chi-Square
CONFIDENCE IN:	NI.	AO	NL	<u>A0</u>	NL		NL	AO	NL	<u>A0</u>	rana stana Grejari, s sandina mahabibibi nin
OWN ACADEMIC COMPETENCE											
Literature	3	4	6	25	6	51	13	46	21	94	5.71989
Drama	3	4	14	17	17	40	27	30	48	68	4.13564
Essay	2	5	12	19	19	38	21	38	62	54	9.48954* #
History, English Language	4	3	18	13	17	40	26	32	50	65	7.57138
Formal Grammar	2	5	2	29	5	51	9	50	15	100	3.82375
Linguistic Grammar	6	1. 4	20 24	11 7	37 36	19 21	30 31	29 27	66 77	50 39	5.44904 6.82949
Journalism Library Science	3 6	4	24 18	12	29	28	29	30	64	59	6,41951
Library Science Speech Arts	3	4	13	18	14	43	19	40	36	80	3.28095
Basic Reading Skills	3	4	5	26	12	45	8	51	37	79	10.15842* ##
Study Reading Skills	3 3	4	5	26	12	45	8	51	28	88	5,15259
Literary Reading Skills	2	5	3	28	-6	51	10	49	23	93	4.23896
Mechanics and Usage	2	5	1	30	7	50	2	57	з	113	14.77793** #
Oral Communication	2	5	0	31	5	52	6	53	6	110	9.07240
Written Communication	2	5	1	29	4	53	9	50	7	109	9.13421
Formal Composition	2	5	6	25	11	46	11	48	26	89	.76826
Creative Writing	3	. 4	12	19	10	47	23	36	39	77	7.92187
Critical Thinking	2	5	7	24	9	48	13	46	26	90	1.39174
Listening	3	4	1	30	5	51	9	49	12	102	10.40005* #
Discussion Group Technique	з	4	8	23	11	45	14	45	29	86	2.07441
OWN TEACHING ABILITY	,	6	5	26	6	50	12	46	17		2,96252
Literature Drama	1 2	6 5	5 12	18	12	50 45	13 29	46 29	17 43	99 73	10.78471* #
Essay	2	5	12	21	16	43	29	35	43 58	58	9.26310
History, English Language	4	3	14	17	19	38	24	32	48	68	2,70619
Formal Grammar	ō	7	14	31	4	53	13	46	12	104	13.26441* #
Linguistic Grammar	5	2	18	13	32	25	32	26	56	60	2.64665
Journalism	3	4	26	5	38	19	35	23	78	38	6.99384
Library Science	5	2	20	11	30	27	31	27	67	48	2,12619
Speech Arts	5	2	16	15	12	45	21	37	44	71	12.75336* #
Basic Reading Skills	з	4	6	25	13	44	11	47	33	83	3.74143
Study Reading Skills	2	5	7	23	11	46	10	48	27	89	1,27234
Literary Reading Skills	·0	7	3	2B	· '6	51	8	51	20	96	3,25181
Mechanics and Usage	0	7	1	30	4	53	2	56	9	107	2.29753
Oral Communication	0	7 6	1 3	30 28	5 4	52 53	6 8	52 51	14 13	102 103	3.07159
Written Communication	1 2	5	3 5	26 26	9	48	14	43	24	92	1.46768 2.00412
Formal Composition	2	5.	11	20	. 19	38	20	39	38	78	.16166
Creative Writing Critical Thinking	2	5	12	19	17	40	20	38	35	81	1.14595
Listening	2	5	5	26	6	51	8	50	18	98	2,03075
Discussion Group Technique	1	6	11	20	10	47	16	43	33	83	4.42184
COMPETENCE IN PRACTICES,	•	Ŷ			••	• ·			•••		
MATERIALS, OR DEVICES											
Group Teaching	3	4	12	19	19	37	17	41	36	79	1.28062
Team Teaching	3	4	20	11	29	27	32	26	57	58	2.62215
Teaching Machines	5	2	21	10	36	21	36	21	71	45	.67363
Radio and Television	5	2 .	18	13	28	28	30	26	64	51	1.50232
Other Programmed Learning	3	4	17	14	29	27	26	32	51	63	1,65620
Newspapers	2	5	.9	21	12	45	13	45	35	81	-2,37332
Trips and Excursions	3	4	12	19	13	41	14	43	41	75	4.62210
Parent Conferences	2	5	4	27	9	48	6	52	25	91 97	4.59264
Evaluation	1	5	2	29	8	49	3	56 52	19 24	9 7 92	5,89805 5,70050
Standardized Testing	1	6	23	29 28	11 6	46 51	6 8	52 51	24 10	106	5 .72950 1 .16052
Informal Testing	$\frac{1}{2}$	6 5	10	28 21	14	43	8 9	51 49	21	95	4.70828
Interpreting Data in Files	2	5	8	23	14	43	17	49	27	9.7 89	2.64483
Group Reports Socio Dramas; Role Playing	3	4	14	17	19	38	27	31	53	62	2.96439
Book Reviews	1	6	7	24	19	49	12	44	21	93	2.09114
KNOWLEDGE OF MATERIALS,	•	0	•		•			* *			
SOURCES TO MAKE CLASSES											
INTERESTING, INFORMATIVE	з	4	3	28	8	49	7	52	21	95	6.07304
ABILITY TO ORGANIZE AND	-										
CONTROL CLASSROOM	1	6	2	29	1	56	2	57	4	112	3.49893
ABILITY TO DIRECT EXTRA-											
CURRICULAR ACTIVITIES	2	5	9	22	8	49	12	46	35	81	6,24846
ABILITY TO HANDLE CLASSES							-				A A C C C C C C C C C C
Heterogeneous Classes	2	4	5	26	4	51	2	55	12	104	8,39295
Homogeneous Classes	2	4	1	27	4	51	1	57	4	107	13.45115** #
A. Fast Group	1	6	5	25	4	52	2	56	5	109	7.65549
B. Slow Group	4	3	4	27	17	39	12	46	30	84	7.76980
C. Average Group Ungraded Classes	· 1 3	6 4	0	31	3	54	2	57	5	111	3.47784
			13	17	14	36	18	38	40	73	2.36740

Ungraded Classes 3 4 13 17 14 36 18 38 NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 4. *Significant Differences .05 level #Before 1950 **Significant Differences .01 level ##After 1950 **Significant Differences .001 level

Table VII

Data shown in Table VII are in terms of the most recent college hours taken by the respondents. No significant differences are shown with respect to feelings of academic competence. Two items related to confidence in teaching competency show significant differences, as indicated by starred items.

Teachers whose latest work pre-dates 1940 show the greatest confidence with respect to one item (#). Teachers whose latest work was taken between 1940 and 1950 show the greatest confidence with respect to the second item (##).

Respondents whose last work was done before 1960 seem to feel more confident than those whose work has been done since 1960.

Table VIII

Data in Table VIII are related to the recency of the respondents' last work in English preparation. Four significant differences appear with respect to the teachers' feelings of academic competence. Nine significant differences exist with respect to the teachers' feelings of teaching competency. These differences are shown in the table by the starred items.

With respect to seven items, teachers whose work was done prior to 1950 are more confident (#); with respect to the other six significant items, teachers whose work has been done since 1950 are more confident (##).

In general, teachers whose work in English was done before 1950 feel more academically competent; teachers whose latest work in English has been done since 1950 feel more confident of their teaching competency.

TABLE V	ĪΙ
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FREQUENCY DISTRIBUTION IN TERMS OF DATE OF LAST COLLEGE HOURS

TEMS OF RESPONSE	1930	-1939	1940-		<u>College H</u> 1950-		19	960-	Chi-Square	
XONFIDENCE IN:	NL	AO	NI	AO	NL	O	NI.	AQ		
WN ACADEMIC COMPETENCE										
Literature	1	1	1	7	6	19	41	192	2.37584	
Drama	1	1	3	5	10	15	95	137	.80304	
Essay	ò	2	5	3	7	18	104	130	5,99958	
	õ	2	2	6	. 8	17	104	128		
History, English Language	0	2	1	.7	3	22	29	203	5.44415	
Formal Grammar	-		8	0		9			.43128	
Linguistic Grammar	1	1	6		16 17	- 8	133	100	6.93839	
Journalism		1		2			147	86	2.59031	
Library Science	2		5	2	13	12	125	107	3.41134	
Špeech Arts	0	2	3	5	8	17	73	161	3.24165	
Basic Reading Skills	0	2	4	4	3	22	58	176	5.95192	
Study Reading Skills	0	2	4	4	3	22	49	185	6,11881	
Literary Reading Skills	0	2	3	5	1	24	40	194	6.10117	
Mechanics and Usage	0	2	1	7	3	22	11	223	3.21637	
Oral Communication	0	2	1	7	4	21	14	220	4.05955	
Written Communication	0	2	9	7	3	22	20	214	1.31547	
Formal Composition	0	2	з	5	з	22	50	183	3.37673	
Creative Writing	0	2	з	5	11	14	73	161	3.22887	
Critical Thinking	0	2	3	5	5	20	49	185	2,11566	
Listening	0	2	2	6	4	21	24	206	2,60727	
Discussion Group Technique	0	2	2	6 ·	7	17	56	177	1.28444	
WN TEACHING ABILITY										
Literature	1	1	1	- 7	6	19	34	199	3,55773	
Drama	. 1	1	2	6	12	13	83	149	2,66492	
Essay .	0	2	з	5	10 .	15	97	137	2,15215	
History, English Language	0	2	з	5	8	17	99	134	3,90481	
Formal Grammar	õ	2	ō	8	5	20	24	210	3,61656	
Linguistic Grammar	1.	1	6	2	17	8	118	115	5,22514	
Journalism	1	ī	7	. 1	15	10	157	76	4.37509	
Library Science	2	ō	5	3	12	13	133	99	3,19901	
Speech Arts	. 0	· 2	3 3	5 -	8	17	86	146	3,14063	
Basic Reading Skills	ō	2	3	5	5	20	58	175	1.99540	
	ŏ	2	3	4	2	20	52	181		
Study Reading Skills	õ	2	1	7	2	23	34	200	5.54030 1.30900	
Literary Reading Skills	0 .	2	· 1	7	1	23	14			
Mechanics and Usage	0	2	1	7	3	24	22	219 211	.97674	
Oral Communication	0			7	2	22			,56397	
Written Communication	-	2	1	7			26	208	.61618	
Formal Composition	0	2	1	5	4 8	21	49 79	183	1.45152	
Creative Writing	0	2	3	5	9	17 17	74	155	1.60173	
Critical Thinking	0	2	4		•			159	2,61030	
Listening	0	2	1	7	27	23	. 36	197	1.55658	
Discussion Group Technique	0	2	1	7	. (18	63	171	1,94087	
OMPETENCE IN PRACTICES,										
ATERIALS, OR DEVICES										
Group Teaching	1	1	- 5	3	8	17	73	158	4.12415	
Team Teaching	2	0.	4.	4	19	6	116	115	8,94987	
Teaching Machines	1	1	5	3	16	9	146	86	,74444	
Radio and Television	1	1	з	5	14	10	127	103	2,33328	
Other Programmed Learning	1	1	4	4	13	12	108	122	1,15854	
Newspapers	0	1	. 2	6	7	18	62	171	.76077	
Trips and Excursions	0	2	3	5	8	17	72	157	1.51703	
Parent Conferences	Ō	· 2	3	5	4	21	39	194	3.01016	
Evaluation	Ō	2	1	7	3	22	29	204	.42846	
Standardized Testing	õ	2	2	6	2	23	40	193	2,41149	
Informal Testing	õ	2	3	5	0	25	25	209	9,59917* #	
	ŏ	2	4	4	4	21	48	185	5.28038	
Interpreting Data in Files	0	2	2	6	4	21	46 58	175	3.02826	
Group Reports		1	2	6	9	16	103	129	3.02828	
Socio Dramas; Role Playing	1				2	20				
Book Reviews	1	1	1	7	2	20	44	187	3,09556	
NOWLEDGE OF MATERIALS,										
OURCES TO MAKE CLASSES	-	-	-		-	<u> </u>	. .		/	
NTERESTING, INFORMATIVE	0	2	2	6	5	20	34	200	6,90355	
BILITY TO ORGANIZE AND			_	_			_			
ONTROL CLASSROOM	1	1	0	8	0	25	9	225	13.34023**	
BILITY TO DIRECT EXTRA-										
URRICULAR ACTIVITIES	1	1	0	8	6	19	59	174	3,70827	
BILITY TO HANDLE CLASSES										
Heterogeneous Classes	U	2	1	7	з	21	21	209	.68938	
Homogeneous Classes	Ō	2	2	6	2	21	8	216	9,05306	
A. Fast Group	Ō	2	2	5	3	21	12	219	7,98258	
B. Slow Group	õ	2	3	-5	7	17	57	174	1,88743	
C. Average Group	ŏ	2	1	7	. 0	25	10	224	2.66632	
Ungraded Classes	ĩ	1	3	5	11	11	73	150	3,42158	
UNUMBUCU VIASSES		1	3			<u>4 4</u>		100	<u></u>	

Chi-Square values were calculat *Significant Differences **Significant Differences ***Significant Differences

.05 level .01 level .001 level

#Before 1940 ##After 1940

TABLE VIII

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF DATE OF LAST COLLEGE HOURS IN ENGLISH PREPARATION

ITEMS OF RESPONSE	1920	<u>Date of Last College Hours</u> 1920-1929 1930-1939 1940-1949						Preparat 1959	60-	Chi-Square	
CONFIDENCE IN:	NL	AQ	NL	O	NI	AO	NI	<u>40</u>	NL	AO	
OWN ACADEMIC COMPETENCE				1.							
Literature	2	2	3	3	8	8	8	38	28	168	19.62659*** 拼
Drama	3	1	5	1	9	7	19	26	72	124	9.40297
Essay	2	2	3	3	9	7	15	31	87	110	3,47705
History, English Language	3	1 .	4	2	7	9	22	23	79	117	4.20071
Formal Grammar	1	3	þ	ć	2	14	6	39	24	172	1.47825
Linguistic Grammar	4	0	3	3	13	3	29	17	110	86	7.24295
Journalism	3	1	4	2	13	3	27	18	123	74	2.76043
Library Science	4	0	2 2	4	11	5	22	24	106	88	6.56172
Speech Arts Basic Reading Skills	4	2	õ	4 6	5 5	11 11	15 8	31 38	58 50	139 147	9.15515
Study Reading Skills	2	2	1	5	6	10	7	30 39 .	40	157	5,11787 5,73718
Literary Reading Skills	2	2	1	5	4	12	9	37	28	169	5,19102
Mechanics and Usage	. 1	3	ò	6	. 6	10	2	44	6	191	36.71734*** #
Oral Communication	2	2	Ó	6	2	14	4	42	11	186	13.25397* #
Written Communication	1	3	1	5	2	14	4	42	15	181	2.40353
Formal Composition	2	2	1	5	4	12	7	39	42	154	3,20879
Creative Writing	3	1	ġ.	3	5	11	16	20	60	137	4.63524
Critical Thinking	2	2	2	4	7	. 9	7	39	39	158	8.60576
Listening	2	2	0	6	4	11	5	41	19	175	10.70550* #
Discussion Group Technique	2	2	3	3	4	-11	10	36	46	150	3.86865
DWN TEACHING ABILITY											
Literature	1	3	2	4	6	9	9	37	24	173	10.73958* ##
Drama	1	3	3	2	7	9.	23	22	63	134	7.67605
Essay	1	3	3	3	8	. 8	18	23	80	117	1.23859
History, English Language	3 0	1 4	4 0	. 2	9 3	. 7	18 8	27 38	77	120	5,36498
Formal Grammar	. 4	4	3	3		13. 5	27	38 18	18	179 99	4,90807
Linguisitc Grammar Journalism	. 3	1.	3	2	11 13	3	27	18	98 132	99 65	6.87714
Library Science	4	0	3	3	10	. 6	23	22	112	84	2.56934 3.97114
Speech Arts	4	. 0	2	4	6	10	16	29	.69	127	7.16206
Basic Reading Skills	2	2	1	5	5	11	10	35	48	149	2.11770
Study Reading Skills	2	2	0	6	4	12	10	35	41	155	3,75332
Literary Reading Skills	0	4	1	5	4	12	7	39	25	172	2,65750
Mechanics and Usage	0	4	0	ó	4	12	1	44	11	186	12.13475* #
Oral Communication	1	3	. 0	6	3	13	5	41	17 -	179	3.51677
Written Communication	1	3	1	5	3	13	3	43	21	176	2,98388
Formal Composition	2	2	1	5	3	13	9	36	39	157	2.28099
Creative Writing	3	1	2	4	7	9	18	28	6,0	137	5.32368
Critical Thinking	2	2	2	4	8	8	17	28	57	140	4.51657
Listening	2	2	2	4	3	13	6	39	26	171	6.31518
Discussion Group Technique	2	2	3	3	4	12	14	32	48	149	3.68817
COMPETENCE IN PRACTICES,											
MATERIALS, OR DEVICES Group Teaching	3	1	4 .	2	6	.9	14	31	60	316	7 20000
Team Teaching	3	1	6	õ	7	-9	31	14	93	103 -	7.20000 13.29 9 09** #
Teaching Machines	4	Ď	5	1	9	7	29	16	1.41	75	3.89693
Radio and Television	3	1	5	1	7	7	23	22	106	ag	3,01403
Other Programmed Learning	3	i.	5	î	9	7	23	22	85	109	6,07837
Newspapers	3	1	3	2	. 3	13	12	33	49	148	8,52085
Trips and Excursions	3	1	3	3	3	1ĩ.	14	30	60	136	5.19624
Parent Conferences	- 3	1	0	. 6	2	14	9	36	32	165	11.27048* #
Evaluation	1	2	0	6	2	14	7	39	23	174	2,50431
Standardized Testing	1	3	0	6	5	11	5	41	33	163	5.01529
Informal Testing	1	3	1	5	3	13	6	40	16	181	3.88971
Interpreting Data in Files	1	3	2	4	5	11	9	36	39	158	1.80580
Group Reports	1	3	2	4	3	13	11	34	46	151	,55318
Socio Dramas; Role Playing	4	0	4	2	7	9	21	25	79	116	7.29780
Book Reviews	2	2	4	2	2	· 13	10	34	29	165	14.59330** #
NOWLEDGE OF MATERIALS,											
SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE	2	2	1	5	. 6 .	10	6	40	27	170	10 10/202 10
ABILITY TO ORGANIZE AND	2	2	T	<u>c</u>	ο.	10	D	40	21	170	10 . 18672* <i>Щ</i>
CONTROL CLASSROOM	1	з	1	5	,		,	AE	,	101	0.21.00
ABILITY TO DIRECT EXTRA-	T	3	T	5	1	15	1	45	6	191	8,71404
CURRICULAR ACTIVITIES	2	2	2	4	5	11	8	37	48	140	2 16741
ABILITY TO HANDLE CLASSES	2	2	2	4	5	11	0	31	48	149	3.16741
Heterogeneous Classes	з	1	1	5.	2	14	4	41	14	179	22.45697*** #
Homogeneous Classes	3	i	i	4	1	14	3	43	4	183	50.26843*** #
A. Fast Group	1	3	2	4	2	14	3	42	9	184	11,48031* ##
B. Slow Group	2	2 .	ō	6	5	11	12	33	48	146	3,70111
C. Average Group	ī	3	Ō	6	Ĭ	15	2	44	7	190	5.05796
Ungraded Classes	2	2	3	3	5	10	16	26	61	127	1.65545

NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 4. *Significant Differences .05 level #Before 1950 **Significant Differences .01 level ##After 1950 **Significant Differences .001 level

Table IX

Data shown in Table IX are in terms of number of semester hours in English taken since Oklahome certification. One significant difference exists with respect to feelings of academic competence; two significant differences exist with respect to confidence in teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the three items where significant differences are shown, teachers who have taken more than twenty semester hours in English since Oklahoma certification are more confident than teachers who have taken fewer than twenty semester hours in English, as indicated by #.

Teachers who have taken more than twenty semester hours in English since Oklahoma certification tend to feel more confident than teachers who have taken fewer than twenty semester hours in English since Oklahoma certification.

Table X

Part A - Literary Reading

Data in Table X are in terms of activities, other than course work, to improve preparation for the teaching of English. Part A is related to Literary Reading done by the respondents.

Ten significant differences exist with respect to the respondents' feelings of academic competency; twenty-two significant differences exist with respect to the teachers' confidence in their own teaching competency. These differences are shown in the table by the starred items.

With respect to the thirty-two items for which significant differences are shown, respondents who do much literary reading show the highest confidence with respect to twenty-six items (#); respondents who do some

TABLE IX

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF SEMESTER HOURS IN ENGLISH TAKEN SINCE OKLAHOMA CERTIFICATION

ITEMS OF RESPONSE	1-	9	Number 10-	of Semeste 19		-29	30-		Chi-Square
						_,		•0	onr oquire
ONFIDENCE IN:	NL	<u>CA</u>	NI	<u>AO</u>	NL	AQ	NI	<u>AO</u>	
WN ACADEMIC COMPETENCE		7.	-		0			0	1.00(0
Literature	10	74	5	29	0	9	1	8	1,48862
Drama	32	52	14	20	1	8	2	7	3.71536
Essay	31	53	16	18	1	8	2	7	4.91688
History, English Language	35	48	11	23	3	6	2	7	2.10854
Formal Grammar	12	72	3	31	1	8	1	6	.68829
Linguistic Grammar	53	31	17	17	2	7	6	3	6.74436
Journalism	53	31	19	15	6	3	2	7	5,96060
Library Science	51	32	15	19	4	5	1	7	8.98551* #
Speech Arts	22	62	11	23	. 1	8	2	7	1,78215
Basic Reading Skills	22	62	10	24	3	6	2	7	.41076
Study Reading Skills	17	67	8	26	2	7	3	6	.87028
Literary Reading Skills	16	68	5	29	0	9	1	8	2,47203
Mechanics and Usage	3	81	2	32	Ö	9	0	9	1.15681
Oral Communication	6	78	3	31	0	9	0	9	1.58080
Written Communicati o n	4	80	5	29	1	8	0	9	4.42711
Formal Composition	15	68	5	29	1	8	1	8	.60975
Creative Writing	25	59	7	27	1	8	1	8	3.22066
Critical Thinking	15	69	5	29	0	9	2	7	2.20865
Listening	8	75	4	30	0	9	1	· 8	1.15982
Discussion Group Technique	21	63	9	25	-1	8	3	6	1.29847
WN TEACHING ABILITY									
Literature	10	. 74	5	29	0	9	1	8	1.48862
Drama	27	57	13	21	1	8	1	8	4,22013
Essay	30	54	17	17	1	8	4	5	5.16948
History, English Language	34	50	13	21	3	6	2	7	1.24739
Formal Grammar	10	74	2	32	ī	8	2	7	2,13256
Linguistic Grammar	47	37	17	17	2	7.	4	5	3,96514
Journalism	58	26	22	12	5	4	5	4	1,24935
Library Science	49	35	16	18	5	4	4	4	1,32250
Speech Arts	27	57	12	22	3	. 6	0	9	4.41916
Basic Reading Skills	19	65	12	22	4	5	2	7	3,47883
Study Reading Skills	19	70	10	24	4	5	3	6	5.60341
Literary Reading Skills	14	73	5	29	0	9	1	8	1.48005
Mechanics and Usage	5	79	õ	34	õ	9	0	9	3,21337
Oral Communication	6	78	4	30	õ	9	ŏ	9	2.40544
	8	76	3	31	ŏ	9	1	8	.98071
Written Communication	21	63	4	30	õ	9	0	9	7.49837
Formal Composition	21	63	9	25	ŏ	9	ĩ	8	3.84857
Creative Writing	20	64	11	23	ĩ	8	3	6	
Critical Thinking	20	76	5	23	0	9	2	7	2.22101
Listening	18	66		29		8		8	2,92707
Discussion Group Technique	10	60	9	25	1	0	1	0	1,65644
COMPETENCE IN PRACTICES,									
MATERIALS, OR DEVICES				1 2 .	_	_		_	
Group Teaching	23	61	10	24	2	7	4	5	1.35526
Team Teaching	42	42	14	20	1	8	4	5	5,22860
Teaching Machines	- 54	30	17	17	5	4	5	4	2,18877
Radio and Television	44	39	16	18	3	6	4	5	1.52263
Other Programmed Learning	39	44	18	16	1	8	2	6	6.47124
Newspapers	18	65	6	28	1	8	2	7	.73745
Trips and Excursions	29	55	6.	28	1	7	3	6	4,52247
Parent Conferences	10	74	5	29	1	8	1	8	.21021
Evaluation	9	75	2	32	ō	9	1	8	1,66837
Standardized Testing	13	70	2	32	0	Э	1	8	3.52828
Informal Testing	3	81	3	31	. 0	9	0	9	2.54065
Interpreting Data in Files	18	66	4	30	2	7	2	7	1,59111
Group Reports	16	68	8	26	ī	8	ī	8	1.17446
Socio Dramas; Role Playing	35	49	14	20	ô	9	ī	8	8.93312* #
Book Reviews	11	72	7	26	ŏ	9	ī	8	2,95646
NOWLEDGE OF MATERIALS,	**		,	~~		7	7	5	C . 70040
OURCES TO MAKE CLASSES									
NTERESTING, INFORMATIVE	11	73	4	30	0	9	0	9	D 61545
	11	12	4	30	v	7	0	7	2,61545
BILITY TO ORGANIZE AND		0.		20	0	^		0	
ONTROL CLASSROOM BILITY TO DIRECT EXTRA-	1	83	1	33	U	9	1	8	3.99824
		60	~	C (~	^		C	0 (5 107
URRICULAR ACTIVITIES	21	63	7	26	0	9	1	8	3,65407
BILITY TO HANDLE CLASSES	0				0	~	0		0.15.15
Heterogeneous Classes	8	74	2	31	0	9	0	9	2.15460
Homogeneous Classes	2	78	0	33	0	9	Q	9	1.29476
A. Fast Group	2	80	1	32	0	9	1	8	2,39603
B. Slow Group	24	58	6	27	2	7	2	7	1.64203
C. Average Group	Э	81	0	34	0	9	0	9	1.89903
Ungraded Classes	30	. 48		26	2	7		8	8.28782* #

Ungraded Classes 30 dH 6 26 2 7 0 NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. *Significant Differences .05 level #More than 20 semester hours in English. **Significant Differences .01 level ***Significant Differences .001 level

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literary reading and those who do no literary reading show the highest confidence with respect to six items (##).

Teachers who have done much literary reading seem to feel more confident than teachers who have done little or none.

Part B - Traveling

Data shown in Part B of Table X are in terms of traveling as a factor in the improvement of preparation for the teaching of English. Five significant differences exist with respect to the respondents' feelings of academic competence; eight significant differences exist with the respondents' confidence in own teaching competency. These differences are shown in the table by asterisks.

With respect to twelve of the thirteen items which show significant differences, teachers who have done much traveling feel more confidence than teachers who have done some or none, as indicated by #. With respect to one item, teachers who have done some traveling feel more confident than do the others.

Teachers who have done much traveling tend to feel more confident than teachers who have done some or none.

Part C - Professional Literature

Data shown in Table X, Part C, are in terms of reading professional literature to improve preparation for the teaching of English. Six significant differences exist with respect to the respondents' feelings of academic competence; sixteen significant differences exist with respect to the respondents' feelings of teaching confidence. Significant differences are indicated in the table by asterisks. With respect to the twenty-two items for which significant differences are shown, respondents who read much professional literature show the highest confidence with respect to fifteen items (#); respondents who read some professional literature show the highest confidence with respect to two items (##); respondents who read no professional literature show the highest confidence with respect to five items (###).

In general, teachers who have done much reading of professional literature feel more confident than teachers who have read some or none.

Summary - Table X

Teachers who do much literary reading, do much traveling, and do much reading of professional literature indicate a higher degree of confidence than those who do not.

Table XI

<u> Part A - Paying Dues</u>

Data shown in Table XI are in terms of participation in The National Council of Teachers of English. Part A is concerned with paying dues.

Three significant differences exist with respect to the respondents' feelings of academic competence; nine significant differences exist with respect to the respondents' feelings of teaching confidence. Significant differences are shown in the table by starred items.

With respect to the twelve items for which significant differences are shown, respondents who always pay dues show the most confidence with respect to eight items (#); respondents who usually or seldom pay dues show the most confidence with respect to three items (##). With respect to one item, Ability to Organize and Control Classroom, teachers who

TABLE X

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF OTHER ACTIVITIES TO IMPROVE PREPARATION FOR THE TEACHING OF ENGLISH

TEMS OF RESPONSE	Nor	ne .		Reading	Muc	h	Chi-Square	
ONFIDENCE IN:	NL	AQ	NL	AO	NI.		UIT-Square	
							1. 1. 1.	
WN ACADEMIC COMPETENCE		3	24	111	10	103	16.50951***	
Drama	4 4	3	34 67	79	35	76	6.27430* #	
Essay	4	3	68	78	40	73	3.93139	
History, English Language	5	2	73	73	34	77	12.16196**	
Formal Grammar	1	6	18	128	14	97	.02560	
Linguistic Grammar	4	3	88	58	63	49	.42807	
Journalism	6	1	101	45	61	51	7.45633* H	
Library Science	6	1 .	86	59	51	60	7.37373* #	
Speech Arts	2	5	51	95	31	82	1.68747	
Basic Reading Skills	3	4	36	110	24	89	1.87398	
Study Reading Skills	3	4	31	115	20	93	2.75238	
iterary Reading Skills Mechanics and Usage	4	3 6	25 9	121 137	13	100	10.75879**	
Dral Communication	1 3	4	12	134	4	109	2.05373	
ritten Communication	3	4	12	134	8	105	10.71117**	
ormal Composition	4	3	33	112	17	96	8.31931	
reative Writing	5	2	54	92	26	87	10.87521**	
ritical Thinking	3	4	29	117	23	90	2.16580	
istening	0	6	19	126	11	100	1.42644	
Discussion Group Technique	4	3	40	105	20	92	7.49490*	
iterature	3	4	30	116	7	105	14.43406**	
Irama	4	3	59	86	31	81	6.12029*	
ssay	4	3	68	78	34	79	8.12039*	
History, English Language	4	3	74	72	30	82	15.79268**	
ormal Grammar	2	5	19	127	8	105	4.61976	
inguistic Grammar	5	2	78	68	58	54	1.02716	
Journalism	6	1	105	41	65	47	6.67641*	
ibrary Science	5	2	89	57	55	56	3,99591	
peech Arts	4	3	57	89	34	77	3.33371	
lasic Reading Skills	3	4	34	112	27	85	1.39667	
tudy Reading Skills	2 4	53	34 22	111 124	19	93 104	1.87183	
iterary Reading Skills Mechanics and Usage	ĩ	6	11	135	3	109	14.98551** 3.80010	
)ral Communication	2	5	18	128	5	107	7.67009*	
iritten Communication	3	4	13	133	12	101	8.17788*	
ormal Composition	4	3	33	113	15	96	9.66805**	
Creative Writing	5	2	53	93	30	83	7.51183*	
critical Thinking	4	3	51	95	28	84	5.13487	
istening	2	5	26	120	10	102	5.25398	
Discussion Group Technique	5	2	44	102	20	93	12.87292**	
OMPETENCE IN PRACTICES,								
TERIALS, OR DEVICES	S. 1							
iroup Teaching	2	4	52	93	29	83	2,91655	
eam Teaching	37	3	79 97	66 49	55 63	57 48	.74245	
eaching Machines	5	2	94	49 51	42	48	6.71967* 18.19954**	
ladio and Television	5	2	75	71	42	66	5.29114	
)ther Programmed Learning lewspapers	4	3	48	97	17	95	14.09789**	
rips and Excursions	4	3	50	95	27	82	5.03308	
Parent Conferences	2	5	28	118	13	99	3.47859	
Ivaluation	3	4	19	126	9	104	8,38138*	
Standardized Testing	2	5	23	122	17	96	.90441	
Informal Testing	2	5	19	127	5	108	8.20856*	
interpreting Data in Files	3	4	32	114	18	94	3.70168	
Sroup Reports	3	4	44	102	13	99	14.10215**	
locio Dramas; Role Playing	4	3	72	73	36	76	8.57163*	
look Reviews	3	4	35	107	8	103	16.14179**	
NOWLEDGE OF MATERIALS,								
URCES TO MAKE CLASSES	2	5	24	122	13	100	2.35105	
TERESTING, INFORMATIVE	4	5	24	144	13	100	2.33103	
ILITY TO ORGANIZE AND	0	7	5	141	4	109	.25434	
ILITY TO DIRECT EXTRA-	U		5	141		109	125454	
RRICULAR ACTIVITIES	0	7	40	105	24	89	3.68607	
ILITY TO HANDLE CLASSES								
leterogeneous Classes	2	5	17	128	5	104	7.02998*	
lomogeneous Classes	2	5	8	131	ĩ	108	13.72513**	
A. Fast Group	4	3	8	135	4	108	33.11906**	
B. Slow Group	3	4	34	110	28	84	1.33744	
C. Average Group	0	7	6	140	2	111	1.41827	
Ingraded Classes	2	5	48	91	34	72	.23682	
- None or Little AO	- Adequate	or Outstan	ding	The deares of	freedom is	2.		
hi-Square values were calculat *Significant Differences	ed at the .	os significa	HMuch Literal	The degree of	freedom 1s	2.		

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TABLE X (Continued)

ITEMS OF RESPONSE	N	one		aveling Me	Mu	ch	Chi-Square
CONFIDENCE IN:	NI	AO	NI.	AQ	NI	AO	
DWN ACADEMIC COMPETENCE							
Literature	14	55	31	117	2	43	6.73474¥ #
Drama	30	40	63	83	13	32	3,10056
Essay	37	33	62	86	12	33	7.71635* #
History, English Language	35	35	60	86	16	29	2,61652
Formal Grammar	11	59	18	128	4	41	1,18506
Linguistic Grammar	44	26	89	58	20	25	4,45795
Journalism	44	26	102	45	21	24	7.72796* #
	39	31	87	58	15	30	9.92379** ;
Library Science	22	48	45	103	16	29	,42450
Speech Arts	18	- 52	40 37	103	7.	35	1.95091
Pasic Reading Skills	15	55	32	116	6	39	1.56979
Study Reading Skills	16	54	19	129	7	38	3.56200
Literary Reading Skills	3	67	19	139	2	43	,38712
Mechanics and Usage			12	139	2	43	
Oral Communication	4	66					.91745
Written Communication	.9	61	11	136	2	43 40	2.88399
Formal Composition	15	54	34	114	5	37	3,04024
Creative Writing	27	43	49	99	6		5.66096
Critical Thinking	16	54	36	112	3	42	6.72341* #
Listening	6	63	20	125	4	41	1.57217
Discussion Group Technique	20	50	38	108	5	40	5.20631
OWN TEACHING ABILITY							
Literature	13	57	23	125	3	41	3.06093
Drama	23	42	55	91	10	35	4,37514
Essay	35	35	59	89	11	34	7.45894
History, English Language	38	32	60	87	9	36	13.32688** /
Formal Grammar	9	61	13	135	7	38	1.93873
Linguisitc Grammar	40	30	84	63	15	30	8.48310*#
Journalism	50	20	100	47	24	21	4,41238
Library Science	43	27	85	61	19	26	4,59223
Speech Arts	24	45 .	52	95	19	26	.80372
Basic Reading Skills	23	47	34	113	6	39	5,87081
Study Reading Skills	17	53	33	113	4	41	4.69629
Literary Reading Skills	14	56	17	131	4	41	3.90452
Mechanics and Usage	6	64	8	139	i	44	2,09551
Oral Communication	9	61	11	136	4	41	1,65065
Written Communication	11	59	13	135	3	42	3,24134
Formal Composition	15	55	30	116	6	39	1.35575
Creative Writing	25	45	50	98	12	33	1,08865
Critical Thinking	24	46	50	97	9	36	3,42587
-	13	57	21	126	4	41	2.08376
Listening Discussion Crown Technicup	25	45	34	114	8	37	5.75792
Discussion Group Technique	20	40	34	114	0	57	5.15192.
COMPETENCE IN PRACTICES,							
MATERIALS, OR DEVICES	04		50	05	ć.	20	0 60701* 4
Group Teaching	26	44		95	6	39	8.50781* #
Team Teaching	33	. 37	81	64	20	25	2.53347
Teaching Machines	46	24	95	51	24	21	2.29347
Radio and Television	38	31	89	56	12	32	15.85629***
Other Programmed Learning	29	40	77	68	15	30	6.22322* #
Newspapers	18	51	44	103	5	40	6.40457* #
Trips and Exculsions	28	41	45	101	6	37	8.84696* #
Parent Conferences	13	57	27	120	3	42	3.76290
Evaluation	12	58	17	130	2	43	4.25685
Standardized Testing	10	60	28	119	. 4	41	2.85746
Informal Testing	6	64	19	129	1	44	4,55014
Interpreting Data in Files	14	56	35	112	4	41	4.75627
Group Reports	20	50	34	113	6	39	3.61215
Socio Dramas; Role Playing	32	38	64	82	15	30	1.94940
Book Reviews	14	54	26	120	5	38	1.48511
KNOWLEDGE OF MATERIALS,					*		
SOURCES TO MAKE CLASSES							
INTERESTING, INFORMATIVE	16	54	20	128	3	42	6 1/860# 4
	10	54	20	120	3	42	6.14869* #
ABILITY TO ORGANIZE AND	0	67	E	149	,		25 405
CONTROL CLASSROOM	3	67	5	143	1	44	.35485
ABILITY TO DIRECT EXTRA-	17	5 0			10		
CURRICULAR ACTIVITIES	17	52	37	111	10	35	. 14647
BILITY TO HANDLE CLASSES							
Heterogeneous Classes	8	62	16	128	0	44	5,44631
Homogeneous Classes	2	65	9	132	0	44	3,68928
A. Fast Group	6	64	9	137	1	42	1.79295
B. Slow Group	24	46	33	114	7	36	5,50987
C. Average Group	2	68	6	142	ò	45	1.93402
Ungraded Classes	22	47	53	86	ğ	32	3.85330

NL - None or Little AU - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2. *Significant Differences .05 level #Much Traveling **Significant Differences .01 level ##Some or No Traveling ***Significant Differences .001 level

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TABLE X (Continued)

PART C							
ITEMS OF RESPONSE	No	one	Profession Son	<u>nal Literatur</u> e	<u>Nu</u>	ch	Chi-Square
CONFIDENCE IN:	NI	O	NI.	OA	NI.	AO	
OWN ACADEMIC COMPETENCE							
Literature	10	13	28	126	9	7 7	13.49964** #
Drama	17	6	57	97	32	53	11.72370** #
Essay	12	11	69	86	32	54	2.10991
History, English Language	14	9	63	91	34	51	3.55383
Formal Grammar	4	19	18	137	11	73	,63550
Linguistic Grammar	11	12	99	56	46	39	3.54267
Journalism	17	6	100	54	51	35	1.85871
Library Science	18	5	83	71	41	43	6.35302* #
Speech Arts	10	13	50	105	24	62	2,06165
Basic Reading Skills	9	14	37	118	18	68	3,30123
Study Reading Skills	6	17	29	126	19	67	88038
Literary Reading Skills	8	15	25	130	10	76	7.14246* #
Mechanics and Usage	3	20	6	149	5	81	3,42179
Oral Communication	5	18	8	147	5	81	8,86600* #
Written Communication	6 .	17	9	145	7	79	10,70612** /
Formal Composition	7	16	32	122	16	70	1.53954
Creative Writing	12	11	45	110	26	60	5.06217
Critical Thinking	8	15	29	126	17	69	3.21699
Listening	3	19	15	139	12	72	1.20383
Discussion Group Technique OWN TEACHING ABILITY	7	16	36	118	20	65	,56421
Literature	8	15	24	131	7	78	10.22917** #
Drama	14	9	53 70	100 85	26 28	60 58	7.55678* #
Essay	8	15 10		89	28	57	3.95831 4.26667
History, English Language	13	10	65 17	138	29 8	78	
Formal Grammar Linguistic Grammar	12	19	89	65	40	46	1.21442 2.84456
Journalism	12	5	107	47	51	35	4.04674
	10	4	86	68	43	42	7.61428* #
Library Science Speech Arts	11	12	59 .	94	26	60	3.00401
Basic Reading Skills	9	14	35	119	20	65	2,89979
Study Reading Skills	7	16	30	123	18	68	1,41344
Literary Reading Skills	5	18	23	132	10	78	2.84417
Mechanics and Usage	3	20	9	145	3	83	3.09431
Oral Communication	3	20	13	142	8	77	.53606
Written Communication	4	19	11	144	12	74	4.24070
Formal Composition	7	16	30	124	16	69	1.64208
Creative Writing	10	13	48	107	28	58	1.42720
.Critical Thinking	10	13	49	105	24	62	2.04864
Listening	8	15	20	134	10	76	8,51310* #
Discussion Group Technique COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES	11	12	38	117	18	68	7.07918* ∦
Group feaching	10	12	53	100	20	66	5,35533
Team Teaching	11	11	86	67	40	46	2.13587
Teaching Machines	18	5	100	54	48	37	4,10214
Radio and Television	17	6	87	65	36	48	8.51262* #
Other Programmed Learning	16	7	78	76	28	55	11.38936**
Newspapers	10	13	42	111	16	70	6.27082* #
Trips and Excursions	11	12	53	100	18	65	7.22191* #
Parent Conferences	6	17	29	125	10	76	3.45088
Evaluation	5	17	23	132	4	82	7.87674* #
Standardized Testing	. 4	19	26	128	12	74	.39090
Informal Testing	5	18	17	138	5.	81	5.23680
Interpreting Data in Files	10	13	31	123	13	73	8.98320* #
Group Reports	10	13	40	114	10 .	76	12.56180**
Socio Dramas; Role Playing	15	.8	75	79	22	63	16.85389
Book Reviews	5	17	30	122	9	75	3,66063
KNOWLEDGE OF MATERIALS,							
SOURCES TO MAKE CLASSES			C ′	100	10	74	1 00770
INTERESTING, INFORMATIVE	4	19	26	129	10	76	1.23778
ABILITY TO ORGANIZE AND	^	<u> </u>		153	2		0.07470
CONTROL CLASSROOM	2	21	4	151	3	83	2,27679
ABILITY TO DIRECT EXTRA-	7		07	110		15	E1005
CURRICULAR ACTIVITIES	7	16	37	118	20	65	.51285
ABILITY TO HANDLE CLASSES	,	. 7	1.4	1.00		60	(7/7EOX*)
Heterogeneous Classes	6	17	14	138	4	80	· .76752**
Homogeneous Classes	5	16	7	140	0	84	20.99999***
A. Fast Group	6	17	8	143	2	83	18.07633***
B. Slow Group	9	14	37	115	18	E'i	3.15924
C. Average Group	2	21	7	148	1	85	3,37180

 Ungraded Classes
 10
 13
 54
 94
 22

 NL ~ None or Little
 A0 ~ Adequate or Outstanding
 20
 22
 22

 Chi-Square values were calculated at the .05 significance level, The degree of freedom is 2.
 *Significant Differences
 .05 level
 #Much Reading of Professional Literature

 **Significant Differences
 .01 level
 ##Some Reading of Professional Literature

 **Significant Differences
 .001 level
 ###No Reading of Professional Literature

always or usually pay dues are more confident than those who seldom or never pay dues.

Respondents who always pay dues to The National Council of Teachers of English seem to feel more confident than respondents who usually or seldom pay dues.

Part B - Attending Meetings and Conferences

Data shown in Part B of Table XI are in terms of attending meetings and conferences of The National Council of Teachers of English. Two significant differences exist with respect to the respondents' feelings of academic competency; eight significant differences exist with respect to the respondents' confidence in their own teaching competency. Significant differences are shown in the table by asterisks.

With respect to the ten items for which significant differences are indicated, respondents who always or usually attend meetings and conferences show the highest confidence with respect to seven items (#); respondents who seldom or never attend meetings and conferences show the highest confidence with respect to three items (##).

Respondents who always or usually attend meetings and conferences of The National Council of Teachers of English tend to feel more confident than the respondents who seldom or never attend meetings and conferences.

Part C - Reporting to Own Faculty on Meetings Attended

Data shown in Table IX, Part C, are in terms of reporting to one's own faculty on attended meetings of The National Council of Teachers of English. Three significant differences exist with respect to the teachers' feelings of academic competence; six significant differences exist with respect to the teachers' confidence in their own teaching competency. · Significant differences are indicated in the table by asterisks.

With respect to the nine items for which significant differences are shown, teachers who always or usually report to their own faculty on meetings attended show the highest confidence with respect to seven items (#); teachers who seldom or never attend meetings and conferences show the highest confidence with respect to two items each (##).

Teachers who always or usually report to their own faculty on attended meetings of The National Council of Teachers of English seem to feel more confident than respondents who seldom or never report on meetings.

Part D - Taking Part on Programs

Data shown in Part D of Table XI are in relation to taking part on programs for The National Council of Teachers of English. One significant difference exists with respect to the respondents' feelings of academic competence; ten significant differences exist with respect to the respondents' confidence in their own competency. These significant differences are indicated in the table by the starred items.

With respect to the eleven items for which significant differences are shown, teachers who always or usually take part on programs show the highest confidence with respect to ten items (#). Teachers who never take part on programs show the highest confidence with respect to one item (##).

Teachers who always or usually take part on programs for The National Council of Teachers of English feel more confident than teachers who seldom or never take part on programs.

Part E - Reading The English Journal

Data shown in Part E of Table XI are in terms of reading The English Journal, a publication of The National Council of Teachers of English. Six significant differences exist with respect to the teachers' feelings of academic competence; sixteen significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the twenty-two items for which significant differences are shown, teachers who always or usually read The English Journal show the highest confidence with respect to nineteen items (#); teachers who seldom or never read The English Journal show the highest confidence with respect to three items (##).

Teachers who always or usually read The English Journal indicate more confidence than teachers who seldom or never read The English Journal.

Part E - Contributing to The English Journal

Data shown in Part F of Table XI are in terms of contributing to The English Journal, a publication of The National Council of Teachers of English. One significant difference exists with respect to the teachers' confidence in their own teaching competency; two significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by the starred items.

With respect to the three items for which significant differences are shown, teachers who always or usually contribute to The English Journal show the highest confidence with respect to two items (#); teachers who

TABLE XI

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF PARTICIPATION IN THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

TEMS OF RESPONSE	Alwa	iys	Usu	Paying ally		ldom	Ne	Ver	
ONFIDENCE IN:	NL	AQ	NL	AO	NL.	AQ	NL	AD_	Chi-Square
WN ACADEMIC COMPETENCE									
WN ACADEMIC COMPETENCE Literature	9	73	10	. 39	5	24	25	83	4.81083
Drama	26	54	22	27	14	15	47	62	3.53547
Essay	35	47	17	32	14	15	50	59	2.07558
History, English Language	30	50	16	33	15	14	54	55	5.92811
Formal Grammar	11	71	2	45	· 3	26	17	92	4.09699
Linguistic Grammar	49	33	34	15 .	14	15	61	47	3.86558
Journalism	47	34	30	19	20	9	74	35	2,43517
Library Science	43	37	20	28	19	10	64	45	5,39858
Speech Arts	16 20	66 62	13 10	36 39	16 8	13 21	40 27	69 82	14,89174** #
Basic Reading Skills Study Reading Skills	17	62 65	8	41	7	22	24	82 85	.58672 .88921
Literary Reading Skills	11	71	4	45	6	23	23	86	5,11427
Mechanics and Usage	4	78	1	48	2	27		101	1,97873
Oral Communication	4	78	2	47	. 3	26	10	99	2.47586
Written Communication	. 6	75	2	47	3	26	12	97	2.34071
Formal Composition	13	69	11	38	7	22	25	83	1.84861
Creative Writing	18	64	20	29	11	18,	33	71	6.38452
Critical Thinking	7	75	12	37	10	19	28	81 .	12.57039** #
Listening	9	72	7	41	3	25	11	97	.66146
Discussion Group Technique	12	69	17	32	<u></u> 3	26	33	75	12.19158** ##
WN TEACHING ABILITY Literature	6	76	10	39	. 6	22	20	89	6,45591
Drama	20	61	18	39	15	14	20 45	63	8,99226* #
Essay	32	50	18	31	14	15	46	63	1.20023
History, English Language	30	51	18	31	13	16	50	59	2.11363
Formal Grammar	8	74	6	43	3	26	12	97	.21036
Linguistic Grammar	42	39	29	20	16	13	55	54	1.13250
Journalism	47	34	33	16	20	. 9	80	29	5.02982
Library Science	46	35 -	21	- 27	18	11	68	41	5.03229
Speech Arts	' 19 18	62	13 10	36	15 9	14 20	51 29	57 80	16.26056** #
Basic Reading Skills Study Reading Skills	16	63 64	8	39 41	8	20	29	84	1,59349 1,65819
Literary Reading Skills	.7	75	4.	45	5	24	21	88	6.26172
Mechanics and Usage	2	79	3	46	2.	27	- 9	100	2,83025
Oral Communication	5	76	3	46	4	25	14	95	3.65074
Written Communication	9	73	3	46	2	27	15	94	2,57043
Formal Composition	14	66	• 7	42	5	24	28	81	3.61577
Creative Writing	21	61	19	30	12	17	38	71	3.80488
Critical Thinking	18	63	18	31	9	20	41	68	5.64584
Listening	9	72	6	43	3	26	21	88	3.34179
Discussion Group Technique	10	72	13	36	з	2ó	45	64	24,79484*** #/
COMPETENCE IN PRACTICES,									
ATERIALS, OR DEVICES	20	61	19	30	10	18	38	70	3,60086
Group Teaching Team Teaching	25 41	40	19 26	23	10	18	38 57	51	.85575
Teaching Machines	41	34	33	16	20	9	70	39	1.94421
Radio and Television	36	43	31	18	17	10	61	48	4.92163
Other Programmed Learning	31	49	25	23	16	13	54	54	3,81512
Newspapers	19	61	12	37	9	20	31	78	,92591
Trips and Excursions	18	62	13	36	. 6	22	46	61	11.43907** ##
Parent Conferences	8	73	8	41	. 5	24	25	84	5,60368
Evaluation	5	77	5	44	4	24	19	90	5,88118
Standardized Testing	11	71	3	46	6	23	24	84	7.36105
Informal Testing Interpretion Data in Files	8 14	74 67	1 10	48 39	7 4	22 25	12 28	97 81	9.62047* # 3.04587
Interpreting Data in Files Group Reports	14 19	62	10	39 41	-7	25 22	28 29	80 80	1.99351
Soció Dramas; Role Playing	25	56	20	29	16	12	29 55	54	9.67611* #
Book Reviews	8	73	4	44	10	19	27	79	14.29771** #
NOWLEDGE OF MATERIALS,	-	-					-	•	
OURCES TO MAKE CLASSES									
NTERESTING, INFORMATIVE	7	75	5	44	4	25	26	83	9.89482* #
BILITY TO ORGANIZE AND									
ONTROL CLASSROOM	1	81	0	49	Ó	29	9	100	10.71633* ##
BILITY TO DIRECT EXTRA-		یں ہ		÷	2	.	- 2		g 125.2-
URRICULAR ACTIVITIES	15	67	14	35	8	21	29	79	2.60803
BILITY TO HANDLE CLASSES		7-	,	<i></i>	,	có.	10	<u></u>	7 22557
Hetergeheous Classes	. 3	75	6	42	6	23	10	99	7,66097
Homoğeneous Classes	1	78 79	1 4	44	3	25	7 9	98 00	5,90092
A. Fast Group B. Slow Group	1 16	79 65	13	44 35	3, 6	25 22	32	99 76	5,35400
B. Slow Group C. Average Group	16 3	69 79	13	35 48	2	27	32 5	104	2.69391 1.21465
Ungraded Classes	20	54	15	33	12	16	41	64	3.87892
	dèquate o					and a star of the second s			
hi~square values were calcula				level.	The degre	e of free	dómis 3.		
*Significant Differences	:05 1	evel		#Always	Pays Due	ŝ			
**Śignificant Differences		eVēl			y or Seld				

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TABLE XI (Continued)

ITEMS OF RESPONSE	Al	ways		ing Meetin	Seld Seld			ver	
CONFIDENCE IN:	NL	AD	NL	AQ	NL	AQ	NL	AO	Chi-Square
DWN ACADEMIC COMPETENCE			15		15	a set serve			
Literature	3	32	12	63	11	33	23	90	4.11135
Drama	13	21	32	43	21	22	42	72	2.08899
Essay	13	22	36	39	21	23	45	69	2.23469
History, English Language	17	17	26	49	25	18	46	68	7,15595
Formal Grammar	4	31	5	68	5	39	18	96	3.40429
Linguistic Grammar	16	19	47	28	20	24	74	39	8.25727* ##
Journalism	16	18	47	28	31	13	77	37	5.71307
Library Science	18	17	36	37	24	19	67	47	1.78987
Speech Arts	7	28	15	60	16	28	46	68	11.39084** #
Basic Reading Skills	3	32	18	57	13	31	31	83	5.89479
Study Reading Skills	3	32	18	57	11	33	24	90	4.10351
Literary Reading Skills	4	31	11	64	7	37	22	92	1.50006
Mechanics and Usage	1	34	2	73	4	40	8	106	3,16806
Oral Communication	1	34	3	72	5	39	10	104	3,74880
Written Communication	1	34	4	70	3	41	15	99	5.61145
Formal Composition	4	31	16	59	8	36	28	85	3.12375
Creative Writing	7	28	22	53	16	28	42	72	4.11715
Critical Thinking	5	30	15	60	12	32	24	90	2.04577
Listening	3	32	10	65 58	6	36 34	11 33	10) 80	1.18031 5.00943
Discussion Group Technique OWN TEACHING ABILITY	4	31	16	58	10	34	33	80	5.00943
	3	32	10	65	9	34	20	94	0 00010
Literature Drama	9	32 25	31	44	19	25	39	75	2.83818 3.32426
Essay	11	24	35	40	19	25	44	70	2.67465
History, English Language	18	16	26	49	21	23	45	69	4.17033
Formal Grammar	4	31	9	66	3	41	12	102	.84941
Linguistic Grammar	15	19	38	37	22	22	66	48	2,49119
Journalism	16	18	50	25	30	14	83	21	7.88998* ##
Library Science	19	15	38	36	25	19	70	44	1.88249
Speech Arts	8	26	14	61	22	22	54	59	22.32928*** #
Basic Reading Skills	4	30	15	60	14	30	32	82	5.88348
Study Reading Skills	6	28	15	59	10	34	26	88	.52047
Literary Reading Skills	1	34	8	67	6	38	21	93	6,30082
Mechanics and Usage	1	33	3	72	3	41	8	106	1.37041
Oral Communication	1	34	3	72	6	37	16	98	7.95896* #
Written Communication	4	31	6	69	6	39	13	101	1,03338
Formal Composition	7	27	11	64	8	35	28	86	2.82868
Creative Writing	8	27	24	51	15	29	43	71	2.76905
Critical Thinking	8	26	23	52	13	31	41	73	2.13030
Listening	4	30	8	67	5	39	22	92	3,53629
Discussion Group Technique	5	30	16	59	6	38	42	72	13,88544** #
COMPETENCE IN PRACTICES,									
MATERIALS, OR DEVICES	8	06	22	53	15	28	42	71	2.79612
Group Teaching	15	26 19	36	39	25	18	64	49	2.88144
Team Teaching Teaching Machines	16	19	44	31	27	16	80	34	6.80777
Radio and Television	9	25	41	34	26	15	68	45	13.56149** #
Other Programmed Learning	13	22	34	39	22	21	56	57	1.95192
Newspapers	6	28	21	53	12	32	31	83	1.54601
Trips and Excursions	3	30	25	50	11	32	42	70	10.43140* #
Parent Conferences	2	32	14	61	4	40	26	88	7,70916
Evaluation	3	32	7	óð	5	38	18	96	2,35714
Standardized Testing	3	32	12	63	7	37	22	91	2.34696
Informal Testing	3	32	7	68	4	40	13	101	.40199
Interpreting Data in Files	6	28	16	59	6	38	28	86	2.54732
Group Reports	6	28	18	57	9	35	30	84	1.38285
Socio Dramas; Role Playing	6	29	31	44	18	24	60	54	13,92339** #
Book Reviews	3	30	10	64	8	36	26	85	5,00932
KNOWLEDGE OF MATERIALS,									
SOURCES TO MAKE CLASSES	ALC: NO	and the second	II.	14.11			-		
INTERESTING, INFORMATIVE	2	33	11	64	6	38	23	91	4.57081
ABILITY TO ORGANIZE AND		100					20		
CONTROL CLASSROOM	1	34	1	74	0	44	8	106	6,40775
ABILITY TO DIRECT EXTRA-		22		-	1000			1.00	
CURRICULAR ACTIVITIES	10	25	10	65	13	31	32	81	6.89196
ABILITY TO HANDLE CLASSES	15.6								
Heterogeneous Classes	1	32	5	69	6	37	13	100	3.77232
Homogeneous Classes	0	34	5	67	2	40	5	105	2.51629
A. Fast Group	1	32	5	69	4	39	7	106	1.24052
B. Slow Group	8	25	14	61	10	33	35	78	3.77669
C. Average Group	1	34	4	71	1	43	5	109	.82412
Ungraded Classes	4	27	24	48	14	30	45	62	9.31037** H

NL - None or Little AO - Adequate or Outs maing Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. #Significant Differences .05 level #Always or Usually Attends Conferences ##Significant Differences .01 level ##Seldom or Never Attends Conferences ##Significant Differences .001 level

TABLE XI (Continued)

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Chi-Segure Chi-Segure Chi-Segure Chi-Segure ANI ADAMIC COMPETENCE 1 4 49 9 27 5 39 31 16 4.75247 Drama 13 25 16 18 19 25 64 84 1.01217 Hattory tragitation 16 22 15 2.0 23 2 26 66 16 1.023547 Hattory tragitation 17 21 18 18 32 12 13 35 10 1.023547 1.023547 1.033 51 1.023547 1.023547 1.033 51 1.023547 1.033 51 1.023547 1.033 51 1.023547 1.033 51 1.0109318 1.023547 1.033 51 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.0109318 1.	TEMS OF RESPONSE	Alw			<u>Wh Facul</u> ally		<u>ings Att</u> dom		ver	· · ·
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Literature 4 34 9 27 5 39 31 116 4.78247 Drama 13 28 18 18 19 25 59 88 2.00761 Essy Explish Language 10 22 16 23 44 20 21 127 2.38960 Linguistic Gramar 20 18 21 5 22 22 93 54 3.22756 Dispect Arts Gkills 6 32 9 27 93 54 30 22 14 82 64 5.224464 Library Science 18 20 15 20 28 14 82 64 5.22446 4 Dispect Arts Gkills 6 32 9 27 11 33 54 07 121 22 37675 Mechanics and Usage 1 37 2 34 3 41 9 139 .21761 4 Essy Explicit of the second science 1 1 37 2 34 3 41 9 139 .21761 4 Essy Explicit of the second science 1 1 37 2 34 3 41 9 139 .21765 1 Mechanics and Usage 1 37 2 34 3 41 9 139 .2176 4 Essy Essy Essy Essy Essy Essy Essy Essy										
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	Ungraded Classes	3	32	9	27	15	28	60	78	16.77046*** #
IL - None or Little AO ~ Adequate or Outstanding										

TABLE XI (Continued)

ITEMS OF RESPONSE	Al	ways		Jally	rt on Pro	eldom	N	lever		
CONFIDENCE IN:	NL	40	NL	A0	NI	40	NI	40	Chi-Square	
				1		100.00			and the second second	
DWN ACADEMIC COMPETENCE	1	17	5	16	7	42	36	141	3,36851	
Drama	8	10	7	14	24	24	70	108	2.40780	
Essay	4	14	11	10	24	25	77	101	4,58864	
History, English Language	5	13	11	10	22	26	77	101	2.59508	
Formal Grammar	ĩ	16	3	17	6	43	21	157	.78056	
Linguistic Grammar	8	10	13	8	26	23	110	67	3.08789	
Journalism	7	11	12	9	35	14	117	61	6.77414	
Library Science	8	10	8	11	28	20	100	78	2.39354	
Speech Arts	3	15	4	17	11	38	67	111	8.22645* #	
Basic Reading Skills	ĩ	17	6	15	9	40	49	129	5.56845	
Study Reading Skills	3	15	4	17	9	40	40	138	.68744	
Literary Reading Skills	2	16	4	15	6	43	30	148	3,25374	
Mechanics and Usage	ī	17	2	19	2	47	10	168	.81933	
Oral Communication	ô	18	ĩ	20	4	45	14	164	1.78104	
Written Communication	õ	18	2	19	3	45	18	160	2,54826	
Formal Composition	4	14	6	16	8	41	39	138	.86848	
Creative Writing	4	14	57	14	18	31	58	120	1.26516	
Critical Thinking	2	16	3	18	12	37	40	138	2.16222	
Listening	2	16	3	18	4	43	21	155	.60937	
Discussion Group Technique	ī	17	3	16	9	40	49	127	5,58649	
OWN TEACHING ABILITY	10 C. 10								5150049	
Literature	1	17	1	20	7	42	33	144	4,49206	
Drama	6	12	4	17	27	22	61	116	10.38633* #	
Essay	2	16	12	9	25	24	71	107	10.99262* #	
History, English Language	5	13		12	23	26	74	104	2,00052	
Formal Grammar	2	16	3	18	6	43	17	161	.65526	
Linguistic Grammar	2 8	10	11	10	24	25	98	80	1,15223	
Journalism	8	10	11	10	35	14	123	55	6,88851	
Library Science	9	9	9	11	29	20	105	73	1,90756	
Speech Arts	2	16	4	17	16	33	75	102	10.69844* #	
Basic Reading Skills		17	5	16	ii	38	49	129	4,43963	
Study Reading Skills	12	16	4	17	10	38	41	137	1.48613	
Literary Reading Skills	ō	18	1	20	4	45	31	147	7.69809	
Mechanics and Usage	1	17	ō	21	1	48	13	165	3.37406	
Oral Communication	ō	18	ĩ	20	3	45	22	156	4.55746	
Written Communication		16	4	17	3	46	20	158	2,60805	
Formal Composition	2 5	13	4	17	5	43	40	138	4.04695	
Creative Writing	5	13	6	15	14	35	65	113	1.73317	
Critical Thinking	3	15	6	16	11	38	67	111	7.19651	
Listening	2	16	2	19	4	45	31	147	3.35725	
Discussion Group Technique	ī	17	22	19	8	41	59	119	13.85869**	
COMPETENCE IN PRACTICES,			200 C C C C C		1.1.1.5			201		
MATERIALS, OR DEVICES										
Group Teaching	3	15	3	18	13	35	68	109	8.61409* #	
Team Teaching	10	8	7	14	24	24	100	77	4.33714	
Teaching Machines	9	9	8	13	29	19	121	57	8.92402* #	
Radio and Television	5	13	7	14	26	21	107	69	11.76738**	
Other Programmed Learning	7	9	7	14	21	27	91	86	3,09740	
Newspapers	4	14		18	13	36	51	126	2.23672	
Trips and Excursions	1	16	3	18	17	32	61	114	9.22735* #	
Parent Conferences	10	18	3	18	7	42	36	142	5,27581	
Evaluation	1	17	1	20	6	42	25	153	2.33878	
Standardized Testing	2	16	ī	20	10	39	31	146	3.13698	
Informal Testing	3	15	1 2 3 3	19	4	45	19	159	1.03764	
Interpreting Data in Files	4	14	3	18	10	39	39	139	.68437	
Group Reports	2	16	3	18	10	39	48	130	3.95234	
Socio Dramas; Role Playing	3	15	4	17	25	22	84	94	13.11480**	
Book Reviews	1	15	2	18	8	41	37	138	3,52044	
KNOWLEDGE OF MATERIALS,					ABG	and a second second	- 1000 ·	C. C	The sector state	
SOURCES TO MAKE CLASSES										
INTERESTING, INFORMATIVE	1	17	2	19	5	44	34	144	4.65568	
ABILITY TO ORGANIZE AND	10 10							111 111		
CONTROL CLASSROOM	0	18	0	21	1 -	48	9	169	2.75076	
ABILITY TO DIRECT EXTRA-		and the second second				0.550		and and	A CONTRACTOR OF A CONTRACT	
CURRICULAR ACTIVITIES	6	12	2	19	11	38	47	130	3.75535	
ABILITY TO HANDLE CLASSES	There is		12011		1.				Section Proved	
Heterogeneous Classes	. 1	17	1	20	5	42	18	158	1.04851	
Homogeneous Classes	10	18	1	20	3	42	8	163	1.27512	
A. Fast Group	0	17	0	21	4	42	13	164	3.20813	
B. Slow Group	2	15	7	14	12	35	45	132	2.37293	
C. Average Group	ō	18	1	20	3	46	7	171	1.30378	
Ungraded Classes	1	16	4	16	14	33	68	101	10,96063* #	

*Significant Differences *Significant Differences *Significant Differences #Always or Usually Take Part ##Seldom or Never Takes Part .05 level .01 level .001 level

TABLE XI (Continued)

TEMS OF RESPONSE INFIDENCE IN: IN ACADEMIC COMPETENCE Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism	Alwa NL 11 28	CA	Usua NL	AO	Seld NL	AQ	Nev	AO	Chi-Square
WN ACADEMIC COMPETENCE Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism	11								
Literature Drama Essay History, English Language Formal Grammar Inguistic Grammar Journalism					1.2.2.2.2	Printing and and	Contraction of the second	and the second	and the second
Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism		62	12	81	7	- 33	19	44	8.29284* #
Essay History, English Language Formal Grammar Linguistic Grammar Journalism	20	44	32	60	19	21	30	34	3,21069
History, English Language Formal Grammar Linguistic Grammar Journalism	25	48	39	54	24	16	28	36	7.05757
Formal Grammar Linguistic Grammar Journalism	25	46	36	57	22	18	32	32	6.08753
Linguistic Grammar Journalism	11	61	7	85	3	37	12	52	5,78603
Journalism	46	27	55	37	23	17	35	29	1.03824
	43	29	51	42	28	12	49	15	8.90077* #
	35	37	49	42	25	15	37	27	2.33617
Library Science Speech Arts	16	57	25	68	19	21	25	39	10.47092* #
Basic Reading Skills	11	62	25	68	10	30	19	45	4.76211
Study Reading Skills	7	66	22	71	10	30	17	47	7.76414
Literary Reading Skills	8	65	9	84	10	30	17	47	11.67789**
Mechanics and Usage	3	70	4	89	3	37	5	59	1.47939
Dral Communication	5	68	5	88	3	37	6	58	.94386
Fitten Communication	5	68	8	84	4	36	6	58	.43579
formal Composition	12	61	21	72	9	31	14	49	1.16874
reative Writing	17	56	26	67	14	26	30	34	9.87608* A
Critical Thinking	7	66	22	71	10	30	18	46	8.43445* #
istening	9	63	8	83	5	34	8	56	.85810
Discussion Group Technique	10	62	30	63	10	30	15	48	7.47258
iterature	10	63	9	84	8	31	15	49	6.37436
Drama	20	52	30	63	20	19	28	36	8.20657* /
issay	21	52	40	53	24	16	25	39	10.75360* /
listory, English Language	24	48	34	59	20	20	33	31	6.77794
formal Grammar	10	63	10	83	3	37	6	58	1.22891
inguistic Grammar	38	34	51	42	23	17	31	33	.98527
Journalism	43	29	57	36	32	8	48	16	7.99468* #
ibrary Science	34	38	51	41	26	14	42	22	5.88952
peech Arts	21	51	26	67	21	19	30	33	12.36748**
lasic Reading Skills	12	60	24	69	11	29	19	45	3,59625
tudy Reading Skills	8	64	20	62	10	30	19	45	7.48998
Iterary Reading Skills	3	70	10	83	10	30	14	50	14.29660**
lechanics and Usage	3	69	5	88	2	38	6	58	1.87059
ral Communication	5	68	5	87	8	32	8	56	8.03087*
ritten Communication	4	69	11	82	6	34	8	56	3.18593
formal Composition	10	62	17	75	12	28	15	49	4.75607
Creative Writing	20	53	24	69	21	19	25	39	11.08631* #
critical Thinking	14	58	28	65	16	24	28	36	10.61141*
istening	6	66	12	81	6	34	15	49	6.53214
Discussion Group Technique	8	65	26	67	11	29	26	38	15.80209**
MPETENCE IN PRACTICES,			1.20					100	
ATERIALS, OR DEVICES									
Group Teaching	17	55	34	58	15	24	21	43	4.05449
eam Teaching	38	34	49	43	23	16	31	33	1.09319
eaching Machines	43	29	59	33	22	18	45	19	2.95023
adio and Television	29	43	51	40	25	13	40	24	9.56803* 4
ther Programmed Learning	24	48	47	44	21	19	34	29	7.88071**
lewspapers	13	59	25	67	14	26	19	45	4.47583
rips and Excursions	14	57	32	61	14	25	23	39	6.19681
arent Conferences	1	71	21	72	7	33	17	47	18.55425***
valuations	3	70	12	81	7	32	11	53	7.15789
tandardized Testing	6	67	17	76	7	33	14	49	5.40706
nformal Testing	5	68	7	86	9	31	7	57	8.13636*
nterpreting Data in Files	10	62	19	74	7	33	20	44	6.59800
group Reports	9	63	24	69	13	27	17	47	7,27360
ocio Dramas; Role Playing	16	57	36	56	26	13	38	26	29.65788***
look Reviews	4	67	14	76	15	25	15	48	19.30814***
WWLEDGE OF MATERIALS,									
URCES TO MAKE CLASSES									
TERESTING, INFORMATIVE	9	64	7	86	7	33	19	45	14.98775**
ILITY TO ORGANIZE AND									
ONTROL CLASSROOM	1	72	3	90	1	39	5	59	4.36635
ILITY TO DIRECT EXTRA-									
RRICULAR ACTIVITIES	16	57	20	73	12	27	18	46	1.99521
ILITY TO HANDLE CLASSES				1					1.03205
eterogeneous Classes	5	65	10	81	3	37	7	57	1.03205
omogeneous Classes	0	71	5	82	3	34	4	59	5.10568
A. Fast Group	1	70	8	84	3	35	5	59	4.10819
B. Slow Group	13	58	30	63	7	31	17	47	5.23710
C. Average Group	1	72	2	91	4	36	4	60	6.61604
Ingraded Classes	19	45	30	62	15	24	24	37	1.70705
	lequate or	Outstand	ing		100	and the second	S. A. HEAR		and the second second

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TABLE XI (Continued)

DEPLEMENT IN. N. AO N. A	TEMS OF RESPONSE	Alv	vays		ally	the Englished	ldom		ver	
Literature 1 7 1 6 5 23 41 163 2.34321 Brane 5 3 3 3 13 15 88 136 2.34321 Brane 7 Figlish Language 3 5 4 15 12 15 15 13 138 86 2.54321 Linguistic Cammar 2 6 3 4 15 13 138 86 5.5501 Linguistic Cammar 2 6 3 4 15 13 138 86 5.5501 Linguistic Cammar 2 6 3 4 15 13 138 86 5.5501 Linguistic Cammar 2 6 3 4 15 13 138 86 5.5501 Linguistic Cammar 2 6 3 4 15 13 138 86 5.5501 Linguistic Cammar 2 6 1 6 12 16 12 16 5.52 16 5.52 16 5.550 Linguistic Cammar 2 7 5 19 9 123 99 0.67399 Brane 7 80118 1 7 0 7 7 12 15 19 0 1.56 2.68485 Brane 7 Measing Skills 1 7 0 7 7 1 27 13 21 1.6209 1.6650 Brane 7 80118 1 7 0 7 1 27 13 21 1.3578 Brane 7 80118 1 7 0 7 1 27 13 22 1.63 0.90 1.105 Brane 7 80118 1 7 0 7 1 27 13 22 1.63 0.90 1.105 Brane 7 80118 1 7 0 7 1 2.7 13 22 1.63 0.90 1.105 Brane 7 80118 1 7 0 7 1 2.7 13 22 1.63 0.90 1.105 Brane 7 80118 1 7 0 7 5 22 24 190 4.27578 Brane 7 80118 1 7 0 7 5 22 24 190 4.27578 Discosting Skills 1 7 0 7 5 22 24 190 4.27578 Discosting Comp Technique 1 7 2 5 3 22 58 165 1.80 4.27578 Discosting Trane 2 6 1 5 13 15 82 142 4.26429 Discosting Trane 2 6 1 5 13 15 82 142 4.26429 Discosting Trane 2 6 1 5 13 15 82 142 4.6429 Discosting Trane 2 6 1 5 13 15 82 142 4.6429 Discosting Trane 2 6 1 5 13 15 82 142 4.6429 Discosting Trane 3 5 3 3 18 10 155 70 4.49202 Discosting Trane 3 5 3 3 18 10 155 70 4.49202 Discosting Trane 3 5 3 3 18 10 155 70 4.49202 Discosting Trane 4 4 3 3 18 10 155 70 4.49202 Discosting Trane 4 4 3 3 18 10 155 70 4.49202 Discosting Trane 4 4 3 3 18 10 155 70 4.49202 Discosting Trane 5 4 2 7 10 6 12 8 50 3.771 1.6720 Discosting Trane 5 4 2 7 10 7 1.6720 Discosting Trane 5 4 2 7 7 10 7 1.6720 Discosting Trane 5 7 2 3 7 188 2.7929 Discosting Trane 5 7 2 3 7 188 2.7929 Discosting Trane 5 7 2 2 7 12 7 1.803 2.2020 Trane 5 7 12 7 1.803 2.2020 7 1.3928 Discosting Trane	ONFIDENCE IN:	NI.	AQ	NL	AQ	NL	AQ	NL	AQ	Chi-Square
Literature 1 7 1 6 5 23 41 163 2.34321 Brane 5 3 3 3 13 15 88 136 2.34321 Bisary regulat Language 3 5 4 2 11 15 12 05 130 4.492139 Linguistic Grammar 2 6 3 4 15 13 138 86 5.5510 Linguistic Grammar 2 6 3 4 15 13 138 86 5.5510 Linguistic Grammar 2 6 3 4 15 13 138 86 5.5510 Linguistic Grammar 2 6 3 4 15 13 138 86 5.5510 Linguistic Grammar 2 6 3 4 15 13 138 86 5.5510 Linguistic Grammar 2 6 3 4 15 13 138 86 5.5510 Linguistic Grammar 2 6 3 7 12 10 9 123 99 0.67399 Back Arts Suils 1 7 0 7 7 12 15 19 0 116 2.54885 Baue Reside Skills 1 7 0 7 7 1 27 13 21 1.4567 Baue Reside Skills 1 7 0 7 1 27 13 21 1.3578 Baue Reside Skills 1 7 0 7 1 27 13 22 1.6299 Baue Reside Skills 1 7 0 7 1 27 13 22 1.6399 Baue Reside Skills 1 7 0 7 5 22 24 190 4.17934 Britiston Communication 1 7 1 6 10 18 45 180 4.27678 Cratical Thinking 1 7 1 6 10 18 45 180 4.27678 Cratical Thinking 1 7 1 6 5 22 14 190 4.27781 Disconserve Writing 2 6 1 5 13 15 82 142 4.27678 Disconserve Writing 2 6 1 5 13 15 82 142 4.26492 Disconserve Writing 2 6 1 5 13 15 82 142 4.26492 Disconserve Writing 2 6 1 5 13 15 82 142 4.6492 Disconserve Writing 2 6 1 5 13 15 82 142 4.6492 Disconserve Writing 2 6 1 5 13 15 82 142 4.6492 Disconserve Writing 3 5 3 4 14 14 90 136 8.7993 History Regulat Language 1 7 0 7 5 22 34 191 4.27481 Drama 2 6 1 5 13 15 82 142 4.6492 Disconserve Writing 3 5 3 4 18 10 127 97 .69322 Disconserve Writing 1 7 1 5 6 20 52 170 1.07425 Disconserve Writing 1 7 1 5 6 12 12 13 3.00 14 4.9202 Disconserve Writing 1 7 1 5 7 23 3.00 144860 Disconserve Writing 1 7 1 5 6 12 12 12 1.30733 Disconserve 4 4 3 3 18 10 155 70 14 4.9202 Disconserve Writing 1 7 1 5 6 12 12 10 1.07425 Disconserve Writing 1 7 1 5 6 12 12 10 1.07425 Disconserve Writing 1 7 1 5 6 12 12 10 1.07425 Disconserve Writing 1 7 1 5 7 23 3.00 14860 Disconserve Writing 1 7 1 5 7 23 3.00 140 1.07425 Disconserve Writing 2 6 0 7 5 23 37 188 2.97499 Evaluation 0 8 1 6 3 24 24 99 7 1.40973 Disconserve Writing 2 6 0 7 5 23 37 188 2.97499 Evaluation 0 8 1 6 7 2 24 10 0 7.16	NU ACADENIC CONDETENCE									
Dram 5 3 3 1 15 68 130 14.14995 History, English Language 2 6 4 2 16 12 93 13 15 96 14.0995 History, English Language 2 6 4 2 16 12 93 14.0995 Lowrading Statis 3 5 3 18 10 19 94 4.22169 Lowrading Statis 1 7 2 5 19 9 123 99 9.67939 Spech Arts 2 6 1 6 12 16 69 156 20 7 21 46 17.027 10 1007 10 10 12 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 10.0075 <td< td=""><td></td><td>1</td><td>7</td><td>1</td><td>6</td><td>5</td><td>23</td><td>41</td><td>183</td><td>24300</td></td<>		1	7	1	6	5	23	41	183	24300
Essay Other and a structure 3 5 3 4 15 13 95 130 1.409023 Formal Grammar 2 6 0 7 1 27 28 194 4.2013 Formal Grammar 2 6 0 7 1 27 28 194 4.2013 Library Science 1 7 2 5 19 9 123 99 9.69395 Basic Reading Skills 1 7 2 5 8 20 53 172 1.06075 Boaic Communication 0 8 0 7 3 25 16 202 1.8733 Machanics and Usage 1 7 0 7 1 27 13 3.22 1.85633 Oral Communication 1 7 1 6 10 18 4.2776 Discosion Graup Technique 1 7 1 6 13 4.2779 </td <td></td>										
History, English Language 2 6 4 2 16 12 93 131 4,9021 Linguistic Grammar 2 6 3 4 15 13 38 86 5,50161 Linguistic Grammar 2 6 1 6 12 16 127 79 13446 Librar Arts 2 6 1 6 12 16 129 16 9 16 9 16 9 16 9 16 9 16 16 16 16										
Formal Commary 2 6 0 7 1 27 29 194 4,2019 Journalism 3 5 3 3 18 10 147 78 3,1246 Journalism 3 5 3 3 18 10 147 78 3,1246 Journalism 1 7 2 5 19 9123 99 99 1,024 99 9,0739 Baic Enading Skills 0 8 2 5 7 11 46 179 2,06878 Understring 1 7 0 7 3 222 1,37633 Oral Communication 0 7 0 7 3 22 40 176 .56692 Creative Writing 1 7 1 6 5 32 55 16 .36.8612 Discussion Group Technique 1 7 1 6 2 24 .2014										
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SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE 0 8 0 7 5 23 37 188 2.99048 INTERESTING, INFORMATIVE 0 8 0 7 5 23 37 188 2.99048 INTERESTING, INFORMATIVE 0 8 0 7 0 28 10 215 1.98518 DONTROL CLASSROOM 0 8 0 7 0 28 10 215 1.98518 BBILITY TO DIRECT EXTRA- - - - - 24 54 170 9.05698* BUILITY TO HANDLE CLASSES - - - - 25 21 201 .57980 Homogeneous Classes 0 7 0 7 2 23 10 207 1.35958 Homogeneous Classes 0 7 0 7 2 24 15 208 1.05780 B. Slow Group 3 4 0	Book Reviews	2	4	0	7	3	25	42	179	3.65941
INTERESTING, INFORMATIVE 0 8 0 7 5 23 37 188 2.99048 NBLLITY TO CAGANIZE AND 0 8 0 7 0 28 10 215 1.98518 NBLLITY TO CAGANIZE AND 0 8 0 7 0 28 10 215 1.98518 NBILITY TO DIRECT EXTRA- -<										
NBILITY TO ORGANIZE AND 0 8 0 7 0 28 10 215 1.98518 XONTROL CLASSROOM 0 8 0 7 0 28 10 215 1.98518 SURITOL CLASSROOM 0 8 0 7 0 28 10 215 1.98518 SURITOL TEXTRA- -		21.2	100 A 10	-	1 . W	1.00		1. 10.00	1.7	
CONTROL CLASSROOM 0 8 0 7 0 28 10 215 1,98518 IBILITY TO DIRECT EXTRA- URRICULAR ACTIVITIES 5 3 3 4 4 24 54 170 9.05698* VURICULAR ACTIVITIES 5 3 3 4 4 24 54 170 9.05698* NBILITY TO HANDLE CLASSES	INTERESTING, INFORMATIVE	0	8	0	7	5	23	37	188	2.99048
ABILITY TO DIRECT EXTRA- 100000 UURRICULAR ACTIVITIES 5 3 3 4 4 24 54 170 9.05698* BBILITY TO HANDLE CLASSES Heterogeneous Classes 1 7 1 5 2 25 21 201 .57980 Homogeneous Classes 0 8 0 7 2 23 10 207 1.35958 A. Fast Group 0 7 0 7 2 24 15 208 1.05780 B. Slow Group 3 4 0 7 5 21 59 165 4.13795 C. Average Group 0 8 0 7 2 26 9 216 1.30499 Ungraded Classes 2 5 2 4 9 76 138 .48992 U. – None or Little A0 – Adequate or Outstanding 9 138 .48992 .48992										
CURRICULAR ACTIVITIES 5 3 3 4 4 24 54 170 9.05698* NBILITY TO HANDLE CLASSES 1 7 1 5 2 25 21 201 .57980 Heterogeneous Classes 0 8 0 7 2 23 10 207 1.35958 A. Fast Group 0 7 0 7 2 24 15 208 1.05780 B. Slow Group 3 4 0 7 5 21 59 165 4.13795 C. Average Group 0 8 0 7 2 26 9 216 .1.30499 Ungraded Classes 2 5 2 8 19 76 138 .48992 U None or Little A0 - Adequate or Outstanding 20 138 .48992 .48992	CONTROL CLASSROOM	0	8	0	7	0	28	10	215	1.98518
BILITY TO HANDLE CLASSES Heterogeneous Classes 1 7 1 5 2 25 21 201 .57980 Homogeneous Classes 0 8 0 7 2 23 10 207 1.35958 A. Fast Group 0 7 0 7 2 24 15 208 1.05780 B. Slow Group 3 4 0 7 5 21 59 165 4.13795 C. Average Group 0 8 0 7 2 26 9 216 .1.30499 Ungraded Classes 2 5 2 4 8 19 76 138 .48992 L None or Little AO - Adequate or Outstanding .48992 .48992 .48992 .48992 .48992										
Heterogeneous Classes 1 7 1 5 2 25 21 201 .57980 Homogeneous Classes 0 8 0 7 2 23 10 207 1.35958 A. Fast Group 0 7 0 7 2 24 15 208 1.05780 B. Slow Group 3 4 0 7 5 21 59 165 4.13795 C. Average Group 0 8 0 7 2 26 9 216 .1.30499 Ungraded Classes 2 5 2 4 8 19 76 138 .48992 L. ~ None or Little AO ~ Adequate or Outstanding		5	3	3	4	4	24	54	170	9.05698* #
Homogeneous Classes 0 8 0 7 2 23 10 207 1.35958 A. Fast Group 0 7 0 7 2 24 15 208 1.05780 B. Slow Group 3 4 0 7 5 21 59 165 4.13795 C. Average Group 0 8 0 7 2 26 9 216 .1.30499 Ungraded Classes 2 5 2 4 8 19 76 138 .48992 IL - None or Little AO - Adequate or Outstanding -										
A. Fast Group 0 7 0 7 2 24 15 208 1,05780 B. Slow Group 3 4 0 7 5 21 59 165 4,13795 C. Average Group 0 8 0 7 2 26 9 216 1,30499 Ungraded Classes 2 5 2 4 8 19 76 138 ,48992 L - None or Little AO - Adequate or Outstanding 4							25	21	201	.57980
A. Fast Group 0 7 0 7 2 24 15 208 1.05780 B. Slow Group 3 4 0 7 5 21 59 165 4.13795 C. Average Group 0 8 0 7 2 26 9 216 1.30499 Ungraded Classes 2 5 2 4 8 19 76 138 .48992 IL - None or Little AO - Adequate or Outstanding - <td></td>										
B. Slow Group 3 4 0 7 5 21 59 165 4.13795 C. Average Group 0 8 0 7 2 26 9 216 .1.30499 Ungraded Classes 2 5 2 4 8 19 76 138 .48992 L< - None or Little			7			2		15	208	
C. Average Group 0 8 0 7 2 26 9 216 .1.30499 Ungraded Classes 2 5 2 4 8 19 76 138 .48992 L1 - None or Little AO - Adequate or Outstanding - - .4892 .1.30499 .1.30499	B. Slow Group							59	165	
Ungraded Classes 2 5 2 4 8 19 76 138 .48992 IL - None or Little AO - Adequate or Outstanding .48992 .48	C. Average Group				7	2	26			.1.30499
	Ungraded Classes			and the second sec	4		19	76	138	
Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. *Significant Differences .05 level #Always or Usually Contribute	Chi-Square values were calcula	ted at th	ne .05 si	gnificance						

seldom contribute to The English Journal show the highest confidence with respect to one item (##).

Teachers who always or usually contribute to The English J_0 urnal seem to feel more confident than those who seldom or never contribute.

Summary -- Table XI

Teachers who pay dues to The English Council, attend national conferences and meetings, report to their own faculty, take part on programs, read the English Journal, and contribute to the Journal feel more confident than those teachers who do not.

Table XII

Part A - Paying Dues

Data shown in Table XII are in terms of participation in The Oklahoma Council of Teachers of English. Part A is in relation to paying dues to the state council. Two significant differences exist with respect to the respondents' feelings of academic competency; eight significant differences exist with respect to the respondents' confidence in their own teaching competency. Significant differences are indicated in the table by the starred items.

With respect to the ten items for which significant differences are shown, respondents who always or usually pay dues to The Oklahoma Council of Teachers of English show the highest confidence with respect to seven items (#), respondents who seldom or never pay dues show the highest confidence with respect to three items (##).

Respondents who always or usually pay dues to The Oklahoma Council of Teachers of English tend to feel more confident than the respondents who seldom or never pay dues.

Part B - Attending Meetings and Conferences

Data shown in Part B of Table XII are in relation to attending meetings and conferences of The Oklahoma Council of Teachers of English. Six significant differences exist with respect to the respondents' feelings of academic competence; thirteen significant differences exist with respect to the respondents' confidence in their own teaching competency. These significant differences are indicated in the table by the starred items.

With respect to the nineteen items for which significant differences are shown, respondents who always or usually attend meetings and conferences show the highest confidence with respect to fourteen items (#); respondents who seldom or never attend meetings and conferences show the highest confidence with respect to five items (##).

Respondents who always or usually attend meetings and conferences of The Oklahoma Council of Teachers of English indicate more confidence than respondents who seldom or never attend meetings and conferences.

Part C - Reporting to Own Faculty on Meetings Attended

Data shown in Part C of Table XII are in terms of reporting to one's own faculty on attended meetings of The Oklahoma Council of Teachers of English. Fifteen significant differences exist with respect to the teacher' confidence in their own academic competence; three significant differences eixst with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by the starred items.

With respect to the eighteen items for which significant differences are shown, teachers who always or usually report to their own faculty on meetings attended show the highest confidence with respect to fifteen items (#); teachers who seldom or never report to their own faculty on meetings attended show the highest confidence with respect to three items (##).

Teachers who always or usually report to their own faculty on attended meetings of The Oklahoma Council of Teachers of English feel more confident than those teachers who seldom or never report on meetings.

Part D - Taking Part on Programs

Data shown in Part D of Table XII are in relation to taking part on programs for The Oklahoma Council of Teachers of English. Four significant differences exist with respect to the teachers' feelings of academic competence; five significant differences exist with respect to the teachers' confidence in their teaching competency. These significant differences are indicated in the table by the starred items.

With respect to the nine items for which significant differences are shown, teachers who always or usually take part on programs show the highest confidence with respect to eight items (#); teachers who never take part on programs show the highese confidence with respect to one item (##).

Teachers who always or usually take part on programs of The Oklahoma Council of Teachers of English seem to feel more confident than the teachers who seldom or never take part on programs.

Part E - Reading the Oklahoma English Bulletins

Data shown in Part E of Table XII are in terms of reading the Oklahoma English Bulletins published by The Oklahoma Council of Teachers of English. Six significant differences exist with respect to the respondents' feelings of academic competence; ten significant differences exist with

respect to the respondents' confidence in their own teaching competency. Significant differences are shown in the table by asterisks.

With respect to the sixteen items for which significant differences are shown, respondents who always or usually read the Oklahoma English Bulletin show the highest confidence with respect to nine items (#); respondents who seldom or never read the bulletin show highest confidence with respect to five items (##). With respect to two items, Discussion Group Techniques and Standardized Testing, teachers who always or usually read the English Bulletins show greater confidence than those who seldom or never read them.

Respondents who always or usually read the Oklahoma English Bulletin tend to feel more confident than respondents who seldom or never read The Bulletin.

Part E - Contributing to the Newsletter of The Oklahoma Council of Teachers of English

Data shown in Part F of Table XII are in terms of contributing to the Newsletter, a publication of the Oklahoma Council of Teachers of English. Four significant differences exist with respect to the teachers' feelings of academic competence; four significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the eight items for which significant differences are shown, teachers who always or usually contribute to the Newsletter show the highest confidence with respect to five items (#); teachers who seldom or never contribute to the Newsletter show the highest confidence with respect to three items (##).

In general, teachers who always or usually contribute to the OCTE Newsletter feel more confident than teachers who seldom or never contribute.

Summary - Table XII

Teachers who always or usually pay dues to the Oklahoma Council of Teachers of English, attend the meetings and conferences, report to their own faculties on such meetings, take part on the programs, read the Oklahoma English Bulletin, and contribute to the OCTE Newsletter feel more confident than those teachers who seldom or never do so.

Table XIII

Part A - Undergraduate Major or Majors

Data shown in Table XIII are in terms of undergraduate and graduate major or majors. Part A is concerned with undergraduate major or majors A study of the data given in the table reveals that five significant differences exist among the respondents with respect to their feelings of academic competence and that six significant differences exist among the respondents with respect to their confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the eleven items for which significant differences are shown, respondents who have English majors show the highest confidence with respect to two items (#); teachers who have other majors show the highest confidence with respect to nine items (##).

When significant differences exist, teachers who have majors in subjects other than English, at the undergraduate level, indicate more confidence than teachers who have English majors.

TABLE XII

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF PARTICIPATION IN THE OKLAHOMA COUNCIL OF TEACHERS IN ENGLISH

ITEMS OF RESPONSE	A1	wayś		a <mark>ving Dues</mark> ally		dom	Nev	er	
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL.	AQ	Chi-Square
OWN ACADEMIC COMPETENCE	,								
Literature	13	94	12	38	5	17	19	69	4,70877
Drama	35	71	25	- 25	12	10	36	52	6,13561
Essay	45	63	19	31	12	10	39	49	1.84726
History, English Language	40	. 66	23	27	12	10	39	49	2.64086
Formal Grammar	11	95	4	46	1	21	. 17	71	6.41460
Linguistic Grammar	73	35	- 29	21	12	10	43	44	6.78037
Journalism	56 54	51 51	34 21	16 29	15 15	7 7	64 55	24 33	9.60348* ##
Library Science Speech Arts	23	85	18	32	11	ú	32	33 56	7.48291 10.15905* #
Basic Reading Skills	22	86	10	40	. 6	16	27	61	3.46742
Study Reading Skills	17	91	13	37	5	17	21	67	3.03800
Literary Reading Skills	10	98	11	39	4	18	19	69	6.93456
Mechanics and Usage	4	104	6	44	·0	22	5	83	5.91789
Oral Communication	6	102	3	47	1	21	9	79	2.00742
Written Communication	7	100	6	44	. 0	22	10	78	4,23051
Formal Composition	20	88	10	40	4 9	18	21	66	1.04154
Creative Writing	32 16	76 92	14 12	36 38	. 7	13 15	32 22	56 66	2.17623
Critical Thinking Listening	13	92 94	7	42	2	19	22	79	5.10303 .95764
Discussion Group Technique	22	86	15	34	2	20	26	61	6.18359
OWN TEACHING ABILITY						2.0	20		0.10007
Literature	11	96	10	40	6	16	15	73	5,41103
Drama	28	78	22	28	14	8	33	55	12.89749** #
Essay	40	68	21	29	12	10	36	52	2.38481
History, English Language	40	67	23	27	10	12	37	51	1.30933
Formal Grammar	9	99	8	42	0	22	12	76	5.47466
Linguistic Grammar	61	46	24	26	13	9	44	44	1.83511
Journalism	61 56	46 50	35 26	15 24	15 13	· 9	67 56	21 32	8.31451* ## 2.87278
Library Science	56 29	78	20 18	32	13	11	38	32 49	7,76450
Speech Arts Basic Reading Skills	29	85	13	37	6	16	25	63	1.75935
Study Reading Skills	19	87	-11	39	6	16	21	67	1,53890
Literary Reading Skills	7	101	10	40	4	18	16	72	8.25096* #
Mechanics and Usage	4	103	5	45	0	22	7	81	4.39430
Oral Communication	8	99	5	45	2	20	11	77	1.40067
Written Communication	9	99	7	43	0	22	13	75	5.30980
Formal Composition	18	88	9	41	3	19	23	65	3.36517
Creative Writing	32	76	15	35	10	12	33	55	3.03999
Critical Thinking	34	· 73 92	17	33	6 2	16	27	61	,35814
Listening Discussion Crown Technicus	15 23	92 85	6 12	44 38	2	20 20	15 33	73 55	1,25505 10,63049* ##
Discussion Group Technique COMPETENCE IN PRACTICES,	23	-05	12	.30	4	20	33	55	10,03049* ##
MATERIALS, OR DEVICES									
Group Teaching	30	77	20	30	6	15	29	58	2,42352
Team Teaching	56	51	27	23	11	10	45	42	.06713
Teaching Machines	66	40	33	17	.13	9	56	32	.37500
Radio and Television	56	49	28	20	13	9	46	42	.70306
Other Programmed Learning	50	56	21	28	12	10	42	45	.88495
Newspapers	27	79	14	36	5	17	24	64	.29975
Trips and Excursions	27	78	16	34	. 5	17	33	53 70	4,29429
Parent Conferences	13	94 102	9.	41 47	4 5	18 16	18 18	70	2.59809 14.69787** #
Evaluation Standardized Testing	11	97	. 3	41	4	17	23	65	9.90070* #
Informal Testing	11	97	2	48	6	16	23	79	8.89052* #
Interpreting Data in Files	23	84	6	44	4	18	22	66	3.43367
Group Reports	26	81	11	39	5	17	20	68	.12660
Socio Dramas; Role Playing	39	68	22	28	12	9	41	47	4.07200
Book Reviews	16	9 0	6	42	7	15	19	67	5.32036
KNOWLEDGE OF MATERIALS,									
SOURCES TO MAKE CLASSES									
INTERESTING, INFORMATIVE	11	97	4	46	3	19	24	64	13.71728** #
ABILITY TO ORGANIZE AND	~	105	,	40	0		4	00	2 07745
CONTROL CLASSROOM	3	105	1	49	U	22	6	82	3.87765
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	19	88	16	34	6	16	24	64	4.62417
ABILITY TO HANDLE CLASSES	19	00	10	54	0	10	24	04	4.02411
ABILITY TO HANDLE CLASSES Heterogeneous Classes	8	96	3	46	5	17	. 9	79	5,57363
Homogeneous Classes	2	102	ĩ	45	. 3.	18	6	80	7,79704
A. Fast Group	4	102	5	44	2	19	6	82	2.75559
B, Slow Group	19	88	14	35	. 4	17	29	59	6.70927
C. Average Group	4	104	2	48	2	20	2	86	2.29075
Ungraded Classes	.32	68	14	33	9	13		54	1.24943

Ungraded Classes 32 68 14 33 9 13 31 NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. *Significant Differences .05 level #Always or Usually Pay Dues **Significant Differences .01 level ##Seldom or Never Pay Dues ***Significant Differences .001 level

TABLE XII (Continued)

ITEMS OF RESPONSE	Alwa	¥5		Jsually	*	Ne	ver	Chi - C - M	
CONFIDENCE IN .	NL.	AO	NL	<u>AO</u>	NI	AO	NL	0A	Chi-Squ
OWN ACADEMIC COMPETENCE	1947 - A				n Alfred Alfred				•
Literature	4	55	22	73	· · · · · · · · · · · · · · · · · · ·	5 37	17	52	9.08470*
Drama	21	38	35	59	22		30	39	3,27471
Essay	25	35	41		- · ī7		32	37	.57536
History, English Language	31	28	33	61	20		30	39	4.80379
Formal Grammar	6	53	8	86	. 2		16	53	11,58522*
Linguistic Grammar	36	24	62	33	24		35	33	3.33995
Journalism	29	30	. 58	37			49	20	13.16103*
Library Science	32	27	43	51	26		44	25	6.21711
Speech Arts	11	49	28	67	16		29	40	9.20202*
Basic Reading Skills	10	50	23	72	12	2 31	20	49	3,02452
Study Reading Skills	8	52	22	73	10) 33	. 16	53	2,72589
Literary Reading Skills	6	54	. 16	79	. 6	37	16	53	4.29502
Mechanics and Usage	·· 2	58	5	90	. 4		4	65	1.71819
Oral Communication	. 4	56	. 6	89	3	3 40	6	63	.37211
Written Communication	1	59	11	84	1		. 10	59	9.80777*
Formal Composition	5	55	27	- 68	7		17	51	10.17064*
Creative Writing	12	48	34	61	16		25	- 44	5.60645
Critical Thinking	8	52	- 22	73	ε		18	51	3,62061
Listening	6	. 54	15		4		. 5	63	3.42283
Discussion Group Technique OWN TEACHING ABILITY	8	52	28	66	· 10	33	17	51	5.54756
Literature	4	56	17	77			13	56	4.86750
Drama	17	42	30	65	25		26	43	11,16827*
Essay	20	40	40	55	- 20		29	40	2,07540
History, English Language	27	32	. 33	62	20		30	39	2.78806
Formal Grammar	:3	57	. 13	82	i i i i		12	57	11.50056*
Linguistic Grammar	27	32	55	40	24		35	34	2.43443
Journalism	31	28	63	32	- 35		50	19	10,59750*
Library Science	32	- 27	. 44	- 50	. 30		46	23	9.66399*
Speech Arts	15	44	29	66	22		32	. 36	11.75416*
Basic Reading Skills	8	51	22	73	17		18	51	9.27494*
Study Reading Skills	в	-51	20	75	12		17	52	3.86114
Literary Reading Skills	2	58	11	84	8		15	54	10.59270*
Mechanics and Usage	2	57	5	90	3		5	64	1.06577
Oral Communication	3	57	.9	85	. 4		10	59	3.30781
Written Communication	4	56	12	83			10	59	3.00794
Formal Composition		52	21	73	8		18	51	4.32819
Creative Writing	14	46	- 34	61	16		26	43	3.79759
Critical Thinking	11	48	38	57	15		21	48	7.87838*
Listening	9	50	12	83 73	. 6		12	57	.75760
Discussion Group Technique	12	48	22	13		31	23	46	3.54190
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES		1.1							
Group Teaching	13	46	39	56	. 11	31	24	44	7.04255
Team Teaching	28	31	53	42	22		37	31	1.08516
Teaching Machines	37	22	-58	36	24		48	21	2.29892
Radio and Television	24	35	59	33	24		37	32	8.11792*
Other Programmed Learning	25	34	44	50	23		33	35	1.55685
New spapers	13	46	26	68	13		18	51	.98374
Trips and Excursions	15	43	31	62	10		25	43	3.21854
Parent Conferences	8	51	16	79	6		16	53	2.60055
Evaluation	4	56	. 10	86	6		10	57	5,85335
Standardized Testing	7	53	14	81			18	51	6,46510
Informal Testing	5	· 55	8	87	4		10	59	1,99545
Interpreting Data in Files	14	45	18	77			17.	52	1.63068
Group Reports	16	43	19	76	14		14	55	3,41165
Socio Dramas; Role Playing	19	41	33	61	26		35	34	16.75793*
Book Reviews	8	51	10	84	10		19	48	10.09647*
KNOWLEDGE OF MATERIALS,								17	
SOURCES TO MAKE CLASSES			18. J. C.						
INTERESTING, INFORMATIVE	. 6	54	11	B 4	. 7	36	18	51	8.31425*
ABILITY TO ORGANIZE AND	- d ¹								
CONTROL CLASSROOM	2	58	0	95	2	2 41	6	63	8,51299*
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	11	49	. 18	77	16	26	20	49	7.77733
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	3	56	. 9	- 83	e		7	62	2.48820
Homogeneous Classes	1	59	- 5		2		4	63	1.67347
A, Fast Group	2 .	58	- 6		; 5		4	65	3.25078
B. Slow Group	. 13	47	25		. 8		21	48	2.36785
C. Average Group	2	58	6		1		2.	67	1.86468
Unoraded Classes	15	41	31	58		24	23	44	2.78066
	quate or (
Chi-Square values were calculate						nd Meetings			
*Significant Differences	.05 level								

TABLE XII (Continued)

PART_C	Reporting to Own Faculty on Meetings Attended										
ITEMS OF RESPONSE	Alw			ally	Sel			ver			
CONFIDENCE IN:	NL	AO	NL	AQ.	NL	QA	NL	QA	Chi-		
OWN ACADEMIC COMPETENCE											
Literature	. 3	36	11	28	13	51	22	101	5,630		
Drama	13	26	· 19	20	32	. 30	45	79	5,910		
Essay	15	24	18	21	25	39	57	67	1.328		
History, English Language	15	24	15	23	24	39	59	65	2.198		
Formal Grammar	5	32	3	36	4	60	20	104	4,720		
Linguistic Grammar	25	14	23	16	38	26	70	53	.64		
Journalism	18	21	18	21	47	16	86	38	15,35		
Library Science	17	21	21	18	29	33	76	48	5.26		
Speech Arts	5	34	9	30	19	45	50	74	12.21		
Basic Reading Skills	7	32	12	27	12	52	34	90	3.45		
Study Reading Skills	5	34	13	26	12	52	26	98	5.33		
Literary Reading Skills	6	33	8	31	. 9	55	20	104	.770		
Mechanics and Usage	1	38	3	36	6	58	5.	119	3 28		
Oral Communication	ō	39	4	35	5	59	10	114	3,77		
Written Communication	. 0	39	· 4	35	4	59	15	109	6.08		
Formal Composition	4	35	11	28	14	50	27	-96	4,00		
Creative Writing	7	32	14	25	22	42	43	81	4.34		
Critical Thinking	4	35	12	27	13	51	28	96	5.05		
Listening	3	36	8	30	9	54	10	112	5,77		
Discussion Group Technique	2	37	17	22	11	52	34	89	18,05		
OWN TEACHING ABILITY	-						01		10,00		
Literature	3	36	8	31	12	52	19	104	3,00		
Drama	10	28	18	21	30	33	40	84	7,49		
Essay	15	24	17	22	27	37	50	74			
History, English Language	17	24	14	25	. 24	39	55	69	.27		
	4	35	4	35	. 24	59	15	109	1,29		
Formal Grammar	22	17	17	22	34	29	67		.83		
Linguistic Grammar	22	19	23	16	34 44		90	57	1.64		
Journalism	19	19	17	22		19		34	7.44		
Library Science					31	32	83	41	10.16		
Speech Arts	3 7	36 32	10 10	29 29	25	. 38	58	65	22.28		
Basic Reading Skills	4				13	50	36	88	2.76		
Study Reading Skills		35	14	25	10	52	29	95	9.00		
Literary Reading Skills	1	38	5	34	8	56	22	102	5.96		
Mechanics and Usage	2	37	2	37	1	62	10	114	3.34		
Oral Communication	1	38	4	35	6	57	15	109	3.06		
Written Communication	3	3ó	5	34	,6	58	15	109	.89		
Formal Composition Creative ^W riting	4	35 30	8 15	31 24	13	49	29	95	3.15		
	9 7	30	20		18	46	47	77	4.24		
Critical Thinking	•			19	19	44	39	85	10.30		
Listening	4	.35	7	32	.5	58	22	102	4.21		
Discussion Group Technique	5	34	13	26	11	53	40	84	9.73		
COMPETENCE IN PRACTICES,			•								
MATERIALS, OR DEVICES									÷ .		
Group_Teaching	9	30	19	20	12	50	46	77	12.43		
Team Teaching	19	20	24	15	27	35	70	53	4.40		
Teaching Machines	21	18	26	13	36	26	84	40	3.47		
Radio and Television	16	23	26	12	30	31	72	51	7,30		
Other Programmed Learning	15	23	23	16	26	36	61	62	4,02		
Newspapers	- 5	34	11	28	15	48	39	84	5.74		
Trips and Excursions	7	32	12	27	16	45	46	76	6.31		
Parent Conferences	2	37	8	31	7	56	28	96	8.52		
Evaluation	2	37	3	36	4	59	23	101	9.31		
Standardized Testing	2	37	4	35	• 9	54	29	95	9.20		
Informal Testing	5	34	4	35	6	58	13	111	.31		
Interpreting Data in Files	5	34	11	28	10	53	30	94	4.53		
Group Reports	5	34	10	29	14	49	33	91	3.30		
Socio Dramas; Role Playing	9	· 30	16	.23	31	- 31	59	65	8,61		
Book Reviews	1	37	7	32	9	54	31	90	11.21		
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES											
INTERESTING, INFORMATIVE ABILITY TO ORGANIZE AND	2	37	. 6	33	6	58	28	96	9.62		
CONTROL CLASSROOM	0	39	1	38	3	61	6	118	2,22		
ABILITY TO DIRECT EXTRA-			-			-		-			
CURRICULAR ACTIVITIES	5	34	5	34	20	44	36	87	8.72		
ABILITY TO HANDLE CLASSES	-			- •				-			
Heterogeneous Classes	0	38	2	36	4	58	19	104	10.43		
Homogeneous Classes	0	36	2	36	1	59	9	112	5.05		
A. Fast Group	0	39	. 3	35	4	57	10	114	3.33		
B. Slow Group	10	29	8	30	10	52	38	86	5,02		
C. Average Group	0	39	1	38	5	59	5	119	4.11		
Ungraded Classes	5	32	10	27	23			68	11.14		

NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. *Significant Differences .05 level #Always or Usually Report **Significant Differences .01 level ##Seldom or Never Report **Significant Differences .001 level

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TABLE XII (Continued)

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TEMS OF RESPONSE		Alwa	IVS.		Taking Par ally	t on Prog Seld		Ne	Ver	
	1.1	NI.	•	NL	AQ	NE				Chi-Squar
XONFIDENCE IN:		NI	Q	<u>NL</u>	AU	NL,	<u> </u>	NL	AQ	
WN ACADEMIC COMPETENCE	E	•		_			·			
Literature		1 6	17 12	5 8	13 10	11 30	50 30	32 65	137 104	3.06704
Drama Essay		4	14	14	4	24	37	74	96	2,98011 12,35291**
History, English Lang	1308	4	14	12	6	22	38	76	93	8,53258* #
Formal Grammar	auge	3	15	2	16	5	56	22	146	1.40204
Linguistic Grammar		12	6	10	8	36	25	99	70	,53802
Journalism		6	12	11	7	39	22	114	55	8.27845*
Library Science	• ·	6	11	9	9	34	26	95	74	2.98961
Speech Art		0	18	6	12	16	45	62	108	11.04450*
Basic Reading Skills		- 5	13	· 7 6	11 12	10 10	51 51	43 36	127	4.35962
Study Reading Skills	10	4 2	14 16	6	12	. 9	52	27	134 143	2.45218 4.26767
Literary Reading Skil Mechanics and Usage	15	2	16	2	16	3	58	8	162	2.37176
Oral Communication		ī	17	-1	17	3	58	14	156	,90079
Written Communication		1 .	17	з	15	1	59	18	152	6.19552
Formal Composition		3	15	5	13	10	51	38	131	1.70354
Creative Writing		4	14	6	12	20	41	57	113	.95468
Critical Thinking		2	16	3	15	12	49	40	130	1.94215
Listening Discussion Group Tech	nique	3 4	15 14	3	15 11	7 11	52 50	17 42	151 126	1,27347 3,48348
WN TEACHING ABILITY	ntque	4	14			11	30	42	120	3,40340
Literature		1	17	3	15	11	50	27	142	1.66355
Drama		4	14	5	13	31	30	58	110	7,78446
Essay		3	15	14	4	25	36	68	102	14.51554**
History, English Lang	uage	3	15	. 8	10	27	34	72	97	4.91584
Formal Grammar Linguistic Grammar		1 10	17 8	4 11	14 7	6 29	55 32	17 91	153 78	3.17752
Journalism		5	13	12	6	42	19	119	50	1.30095 13.49278**
Library Science		. 9	-9	10	8	30	31	102	66	2.84227
Speech Arts		2	16	. 3	15	18	43	74	94	13.45925**
Basic Reading Skills		4	14	7	11	11	50	44	125 ·	3.61498
Study Reading Skills		3	15	8	10	11	49	35	134	6.28071
Literary Reading Skil	1s	0	18 17	· 3	15 17	7 2	54 59	26 11	144 158	3,65031 .87945
Mechanics and Usage Oral Communication		0	18	1	17	6	54	19	158	2.69566
Written Communication		3	15	. 4	14	2	59	20	150	6.79209
Formal Composition		3	15	6	12	9.	.51	36	133	3,17328
Creative Writing		5	13	6	12	17	44	62	108	1.79578
Critical Thinking		2	16	6	12	20	41	57	112	3.87604
Listening		3	15 17	3 6	15 12	5 11	56 50	27 51	142 119	2,40813
Discussion Group Tech COMPETENCE IN PRACTICE		. 1	17	0	12	11	50	51	119	7.86726* #
MATERIALS, OR DEVICES	5,									
Group Teaching		3	15	6	12	17	43	60	108	3,32402
Team Teaching		9	9	11	7	26	34	94	74	3.37922
Teaching Machines		10	8	10	8	36	24	111	58	1.60877
Radio and Television		7	11	10	7	30	30	97	70	3.23527
Other Programmed Lear	ning	5 2	13 16	. 9	9 14	28 15	32 46	83 49	84 119	3.19342 3.09060
Newspapers Trips and Excursions		3	16 14	4. 3	14 15	15	40 43	49 57	109	4.07899
Parent Conferences		õ	18	3	15	8	53	34	135	5.52554
Evaluation		0	18	1	17	8	52	23	147	3.63194
Standardized Testing		2	16	1	17	8	52	33	137	3,41995
Informal Testing		3	15	2	16	5	56	18	152	1.08244
Interpreting Data in Group Reports	riles .	6 2	12 16	5.4	13 14	11 10	50 51	34 46	135 123	2.54660 4.58749
Group Reports Socio Dramas; Role Pl	avino	2	16	4 6	14	28	31	40 79	91	9.43035* #
Book Reviews		Ō	17	3	14	8	53	37	130	6.56437
NOWLEDGE OF MATERIALS			-	-		-		-	-	
SOURCES OT MAKE CLASSE	Ś.									
INTERESTING, INFORMATI	VE	1	17	2	16	5	56	34	136	6.64513
ABILITY TO ORGANIZE AN	U	0	18	0	18	2	59	8	162	1.87272
CONTROL CLASSROOM ABILITY TO DIRECT EXTR	A-	J	10		10	2	57	U	102	1.01212
CURRICULAR ACTIVITIES		4	14	3	15	12	49	47	122	2,38324
ABILITY TO HANDLE CLAS	SES			-						
Heterogeneous Classes		0	18	1	17	5	54	19	148	2.95968
Homogeneous Classes		0	18	1	17	3	54 55	8	155 155	.97561 3.57383
A. Fast Group B. Slow Group		5	18 13	0 ' 5	18 13	3 10	55 49	14 46	100	3.57383 2.63148
C. Average Group		· 0 ·	18	1	17	3	58	7	163	.96575
Ungraded Classes			14	6	11		44	63	98	6,60424
NL - None or Little Chi-Square values were			r Outstand							

TABLE XII (Continued)

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ITEMS OF RESPONSE	Alwa	NS.		Usually	ahoma Engl	Seldom		ever	
CONFIDENCE IN:	NL	AO	NL	• •			NL.		Chi-Square
			<u></u>	O		<u>OA</u>	144	<u>AO</u>	
DWN ACADEMIC COMPETENCE Literature	9	. 77	19	, 7	4	25	17	44	8,09228* #
Drama	27	59	38			14	29	32	5.83559
Essay	29	58	41	. 4		14	30	31	5.40511
History, English Language	30	55	38			13	30	31	4.78469
Formal Grammar	9	76	ģ			28	14	47	9.09095* ##
Linguistic Grammar	62	- 25	48			12	30	31	8.78920* #
Journalism	47	39	50				52	9	18,86815***
Library Science	46	39	39	5	21	8	38	23	9.34756* ##
Speech Arts	17	70	31			18	25	36	9.23327* ##
Basic Reading Skills	15	72	. 23	6		21	19	42	4.15324
Study Reading Skills	13	74	23	6	7 7	22	13	48	3,22860
Literary Reading Skills	11	76	13	1 · 7	76	23	14	47	3.43032
Mechanics and Usage	4	83	7	/ 8	3 1	28	3	58	1.27640
Oral Communication	6	81	6	8	1 2	27	. 5	56	.14373
Written Communication	5.	82	10) 7	. 1	28	7	54	3.29145
Formal Composition	13	74	24	6	j. 5	24	14	47	4.21256
Creative Writing	23	64	25	6	i 12	17	26	35	6.28353
Critical Thinking	12	75	24	6	5 6	- 23	15	46	4.86299
Listening	11	75	12	2 7		26	5	56	1.72160
Discussion Group Technique	15	72	25	6		24	20	40	6.44999
OWN TEACHING ABILITY									
Literature	10	. 77	15	, 7	∔ [`] 5	24	12	49	2.02055
Drama	23	63	34	5	5 1 7	12	24	37	9.89722* #
Essay	27	60	41	. 4) 15	14	26	35	5.79331
History, English Language	28	58	36	5	1 15	14	30	31	5.63792
Formal Grammar	7	80	13			28	8	53	3.87169
Linguistic Grammar	49	37	45				29	32	2,55846
Journalism	50	36	56			7	51	10	12,66876** #
Library Science	48	37	43			8	39	22	7.13974
Speech Arts	26	60	29			15	28	32	6.56974
Basic Reading Skills	17	69	22			19	17	44	2,93896
Study Reading Skills	15	71	19			21	15	46	1,82138
Literary Reading Skills	5	82	14			23	12	49	7.87302* #
Mechanics and Usage	4	82	-6			28	5	56	1,20213
Oral Communication	8	79	ě			25	8	53	2.26416
Written Communication	5	82	13			28	io	51	7,11803
Formal Composition	13	73	· 18			24	18	43	4.77865
Creative Writing	26	61	26				27	34	4.77668
Critical Thinking	28	. 58	27			20	21	40	.35521
Listening	11	75	10			24	12	49	2.54996
Discussion Group Technique	18	69	21			23	25	36	9.09520*
COMPETENCE IN PRACTICES,					· ·		20		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
MATERIALS, OR DEVICES									
Group Teaching	28	58	. 27	6	2 10	18	21	40 .	.42376
Team Teaching	46	40	46			10	29	32	2.21679
Teaching Machines	53	33	57			12	41	20	.79999
Radio and Television	42	44	46			12	36	25	4.08117
Other Programmed Learning	34	52	44			13	31	29	3.51044
Newspapers	18	67	24			13	17	44	3.24793
Trips and Excursions	19	66	31			19	22	38	4,73594
Parent Conferences	9	77	17			23	13	48	3.92776
Evaluation	6	81	. 8			23	13	48	8.86934* #
Standardized Testing	ĕ	.81	15			23	13	40	12,01734**
Informal Testing	8	79	3			24	.7	54	1.87236
Interpreting Data in Files	17	69	16				16	45	1.81590
Group Reports	16	70	21			17	13	43 .	6.49841
	26	61	39			11	33	48 28	12.73506** #
Socio Dramas; Role Playing Book Reviews	20	77	. 16			19	14	46	8,12997* #
KNOWLEDGE OF MATERIALS,	,		10		. ,	19	14	40	0.1277/~ #
SOURCES TO MAKE CLASSES									
	10	77	. 11	. 7	ə 5	24	16	45	7.13582
INTERESTING, INFORMATIVE	10		11	. r	, j	24	10	40	1.13302
ABILITY TO ORGANIZE AND	2	04			3 0	00		E /	5 001/0
CONTROL CLASSROOM	3	84	. 2	2 8	, U	29	5	56	5.08168
ABILITY TO DIRECT EXTRA-	14	70	00	2. 4	, , o			40	6 50514
CURRICULAR ACTIVITIES	14	72	23	^{3.} 6	7 8	21	21	40	6.52516
ABILITY TO HANDLE CLASSES	-		•		、 ·	05	-		00510
Heterogeneous Classes	.7	77	, c			25	5	56	.92512
Homogeneous Classes	1	84	5				3	57	5,37039
A. Fast Group	2	85	ç,			23	2	59	8.69555* #
B. Slow Group	. 17	70	. 22			20	. 19	42	2,63536
C. Average Group	2	85	. 3			25	2	59	7,85017* #
Ungraded Classes	29	53	27					38	

NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. *Significant Differences .05 level #Always or Usually Read Bulletins **Significant Differences .01 level ##Seldom or Never Read Bulletins ***Significant Differences .001 level

TABLE XII (Continued)

TTHE OF PERMISE		Contributing to the OCTE Newsletter Always Usually Seldom Never								
ITEMS OF RESPONSE	Alw	ays	Usua	119	Sel	dom	Ne	Ver	Chi-Square	
CONFIDENCE IN:	NI.	AQ	NL	O	NL	<u>AQ</u>	NI	0.		
WWN ACADEMIC COMPETENCE										
Literature	0	5	3	3	5	28	41	182	5.36024	
Drama	3	2	4	2	15	18	87	135	2,95225	
Essay	2	3	4	2	16	17	94	130	1,88080	
History, English Language	2 1	3 4	3 0	3 6	14 1	19 32	96 30	126 192	.14205	
Formal Grammar Linguistic Grammar	2	4	4	2	19	14	133	90	4.10790 .95539	
Journalism	2	3	3	3	18	15	148	75	3,58504	
Library Science	õ	5	3	3	22	11	120	101	8.01297* #	
Speech Arts	õ	5	4	ž	11	22	70	154	5,76890	
Basic Reading Skills	Ó	5	3	3	6	27	56	168	4.49605	
Study Reading Skills	0	5	3	3	5	28	48	176	5.09276	
Literary Reading Skills	1	4	3	з	5	28	35	189	5.11895	
Mechanics and Usage	1	4	2	4	2	31	10	214	11.25630* 紨	
Oral Communication	0	5	1	5	2	31	16	208	1.27101	
Written Communication	0	5	1	5	0	33	22	201	4.51967	
Formal Composition	1	4	3	3	5	28	47	176	3.72907	
Creative Writing	1	4 5	2 3	4 3	9 7	24 26	75 47	149 177	.86789	
Critical Thinking Listening	0	5	3	3	4	28	23	198	4.31959 9.77505* #	
Discussion Group Technique	0	5	5	1	4	29	55	167	15.75779**	
DWN TEACHING ABILITY	Ū	5	0	1	-	27	55	10/	10.000000	
Literature	1	4	2	4	5	28	34	189	1.51900	
Drama	ī	4	3	3	14	19	80	142	1.55986	
Essay	1	4	3	з	13	20	93	131	1 17185	
History, English Language	1	4	2	4	16	17	92	131	1.78400	
Formal Grammar	1	4	2	4	2	31	23	201	4,53295	
Linguistic Grammar	2	3	З	3	16	17	121	102	.76986	
Journalism	2	3	4	2	20	13	153	70	2,52185	
Library Science	2	3	4 3	2	18	15 22	128 83	94	.93715	
Speech Arts	1 0	4 5	3	3 3	11 6	22	63 57	139 166	1.25892 4.54521	
Basic Reading Skills	0	5	3	3	5	28	49	173	5.09959	
Study Reading Skills Literary Reading Skills	ő	5	2	4	3	30	31	193	3.38611	
Mechanics and Usage	ĩ	4	2	4	2	31	10	213	11.19525* #	
Oral Communication	ō	5	2	4	4	29	20	203	4,70332	
Written Communication	. 1	4	2	4	1	32	25	199	5,69004	
Formal Composition	1	4	1	5	5	28	47	175	,69400	
Creative Writing	1	4	3	3	10	23	76	148	1.30976	
Critical Thinking	0	5	5	1	10	23	71	152	9.62660* #	
Listening	1	4	4	2	2	31	32	191	15.09782**	
Discussion Group Technique	0	5	3	3	3	30	64	160	9.19751* #	
COMPETENCE IN PRACTICES,										
MATERIALS, OR DEVICES			-		9	00	76	1 47	70/70	
Group Teaching	1 3	4 2	2 4	4 2	16	23 16	75 118	147 104	.78673 .66170	
Team Teaching Teaching Machines	1	4	3	2	22	10	142	80	4,68540	
Radio and Television	1	4	3	2	14	19	142	93	5,29607	
Other Programmed Learning	1	4	2	4	16	17	107	113	2.11953	
Newspapers	1	4	ī	5	5	28	64	158	3.18677	
Trips and Excursions	1	4	2	4	7	26	72	147	2.12609	
Parent Conferences	0	5	1	5	5	28	40	183	1.22043	
Evaluation	0	5	0	6	5	27	28	196	1.87037	
Standardized Testing	0	5	0	6	3	29	41	183	3.88542	
Informal Testing	1	4	0	6	3	30	24	200 ·	1.26956	
Interpreting Data in Files	0	5	. 2	4	4	29	50	173	3.72227	
Group Reports	1	4	0	6	5	28	57	166	3.67158	
Socio Dramas; Role Playing	1	4	3	3	11	21	101	122	2.59917	
Book Reviews	0	4	0	6	2	31	46	174	6.56125	
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES										
INTERESTING, INFORMATIVE	0	5	1	5	2	31	39	185	3,75288	
ABILITY TO ORGANIZE AND	. ~	5	+	0	د	51			-,.0200	
CONTROL CLASSROOM	0	5	0	6	1	32	9	215	.52269	
ABILITY TO DIRECT EXTRA-	÷	0	Ŷ		-	~		-10		
CURRICULAR ACTIVITIES	3	2	3	3	5	28	55	168	7.02890	
ABILITY TO HANDLE CLASSES	-	-	-	-	-					
Heterogeneous Classes	. 0	5	0	6	3	29	22	198	1.21858	
Homogeneous Classes	0	5	0	6	1	29	11	205	,74602	
A. Fast Group	0 -	5	0	6	1	30	16	206	1.50569	
B. Slow Group	2	3	1	5	4	27	60	163	3.63496	
C. Average Group	0	5	0	6	2	31	9	215	.79590	
Ungraded Classes	0	5	1	5	9	23	78	134	4.54592	

Ungraded Classes 0 5 1 5 9 23 78 NL - Nore or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. *Significant Differences .05 level #Always or Usually Contribute **Significant Differences .01 level ##Seldom or Never Contribute **Significant Differences .001 level

Part B - Graduate Major or Majors

Data shown in Part B of Table XIII are in terms of graduate major or majors. Four significant differences exist with respect to the respondents' feelings of academic competency; one significant difference exists with respect to the respondents' feelings of confidence in teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the five items for which significant differences are shown, respondents who have majored in English show the highest confidence with respect to three items (#); respondents who have majored in other subjects show the highest confidence with respect to two items (##).

When significant differences exist, the teachers at the graduate level who have majored in English seem to feel more confident than the teachers who have majored in other subjects.

Summary - Table XIII

Teachers who have majors in subjects other than English at the undergraduate level feel more confident than teachers who have majored in English. Teachers, at the graduate level, who have majored in English feel more confident than teachers who have majored in other subjects.

Table XIV

Part A - Undergraduate Minor or Minors

Data shown in Table XIV are in terms of undergraduate and graduate minor or minors. Part A is concerned with undergraduate minor or minors. A study of the data presented in the table reveals that no significant differences exist among the respondents with respect to their feelings of

TABLE XIII

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF UNDERGRADUATE AND GRADUATE MAJOR OR MAJORS

TTNO OF PERSONSE					ndergradua	te	041		
ITEMS OF RESPONSE		•	English				Others		Chi-Squar
CONFIDENCE IN:		NL		AO		NL		AQ	
OWN ACADEMIC COMPETENCE							1		
Literature		26		75		22		138	5.93315* ##
Drama	÷ 1	43		58		63		96	, 22283
Essay		50		51 .	-	63		98	2.72345
History, English Language		44		56		67		93	.11357
Formal Grammar		13 62		86 39		19 92	-	142 68	.10048
Linguistic Grammar Journalism		74	•	39 27	•	92 91		69	.38655 7.15497 ** #
Library Science		54		46		87		72	.01272
Speech Arts		34		67		48		113	.42777
Basic Reading Skills		25		76		38		123	.04494
Study Reading Skills		18		83		35		126	.59021
Literary Reading Skills		17		84		25		136	.07837
Mechanics and Usage		5		96		9		152	.05019
Oral Communication		9 12		92 89		. 9 10		152	1.06974
Written Communication Formal Composition		31	1.1.1	69 70		23		150 137	2,54367 10,04743** #
Creative Writing		40		61		43		118	4.76891* ##
Critical Thinking		26		75		29	-	132	2,23610
Listening		12		.88		18		141	.02765
Discussion Group Technique		30		70		31		129	3.86872* ##
OWN TEACHING ABILITY									
Literature		26		74		.15		146	12.96642 ***
Drama		41		60		54		105	1.17151
Essay		46		55		60		101	1.76528
History, English Language		41		60		. 66		94	.01101
Formal Grammar		14		87		13		148	2.24854
Linguistic Grammar		62 74		39 27		77 100		83 60	4.37390* #
Journalism Library Science		74 59		41		87		73	3.23019 .53463
Speech Arts		44		57		50		109	3.92920* ##
Basic Reading Skills		24		77		40		120	,05124
Study Reading Skills		19		82		35		124	.38452
Literary Reading Skills		17		84		18		143	1.71273
Mechanics and Usage		7		94		6		154	1.32351
Oral Communication		14		87		. 11		149	3.48927
Written Communication		15		86		12		149	3.67496
Formal Composition		29		72		22		137	8.66903** #
Creative Writing		39. 36		62 65		47 47		114	2,49839
Critical Thinking		30 17		65 84		21		113 139	1.12181 .68385
Listening Discussion Group Technique		33		68		34		139	4.35409* ##
COMPETENCE IN PRACTICES,		55		00		54		121	4.00409. ##
MATERIALS, OR DEVICES									
Group Teaching		33		68		52		107	.00002
Team Teaching		51 -		50		87		72	.44205
Teaching Machines		57		44		107		52	3,12775
Radio and Television		52		46		88		71	.12761
Other Programmed Learning		44		55		77		82	.38870
Newspapers		29		71 73		38		122 104	88670
Trips and Excursions		26 14		73 86		54 17		104 144	1.77835 .69782
Parent Conferences Standardized Testing		14 15		86		25		135	.02854
Informal Testing		-8		93		18		143	.73759
Interpreting Data in Files		17		84		37		123	1,49443
Group Reports		23		78		38		122	.03304
Socio Dramas; Role Playing		49		52		62		97	2.28855
Book Reviews		25		75		19		137	7.03698** #
KNOWLEDGE OF MATERIALS,									
SOURCES TO MAKE CLASSES									
INTERESTING, INFORMATIVE		19		82		21		140	1.59641
ABILITY TO ORGANIZE AND		~		~~		,		155	
CONTROL CLASSROOM		3 ·		98		6		155	.10705
ABILITY TO DIRECT EXTRA-		23		77		40		121	.11463
CURRICULAR ACTIVITIES ABILITY TO HANDLE CLASSES		23						444	•11400.
Heterogeneous Classes		11		88		13		145	.59762
Homogeneous Classes		5		91		6		148	.24208
A. Fast Group		4		95		- 11		147	.94529
B. Slow Group		24		75		- 41	-	118	.07714
C. Average Group		2		99		9		152	2.01077
Ungraded Classes		32		65		54		97	. 20032

 Unoraded Classes
 32
 65
 54
 97

 NL - None or Little
 A0 - Adequate or Outstanding
 65
 54
 97

 Chi- Square values were calculated at the .05 significance level. The degree of freedom is 1.
 *Significant Differences
 .05
 level
 #English Major

 **Significant Differences
 .01
 level
 ##Other Majors

 ***Significant Differences
 .001
 level

TABLE XIII (Continued)

ART.B			Graduate									
TEMS OF RESPONSE		Engl	ish	~ .				Others		•	1	Chi-Square
ONFIDENCE IN:	· .	NL		AO	· · ·		NL			ĂO		
WN ACADEMIC COMPETENCE		, î									1. A.	
Literature	· .	13		63			8			60		.82173
Drama		32		42	100		17			51		5.21860* ##
Essay		26		50			28			40		.74303
History, English Language		34		41			26			41	1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 -	.61792
Formal Grammar		12		.63			5			63		2.54579
Linguistic Grmmar		45		30	1		38	÷	· ·	30		.24829
Journalism		49		26			42	1		26		.19627
Library Science		40		35	1.2		34 ·			34		.15870
Speech Arts	•	25		51			16			5 2 .		1,54564
Basic Reading Skills		13		73			23			45	1.1.1	5.34984* #
Study Reading Skills		10		66			18			50		4.06069* #
Literary Reading Skills		10		66			7			61		.28269
Mechanics and Usage		6		70			0			68		5.60183 * ##
Oral Communication		5	1.00	71			2	· · ·		66		1.02692
Written Communication		.8		68			4			64	. •	1.01322
Formal Composition		15		61 ·			- 9			59		1.09226
Creative Writing		18		58			20			48 58		.60608
Critical Thinking		14		62 71			10 6			58 61		.35665 .70912
Listening Discussion Group Tachnique	·	4 14		-62			16			52		.56783
Discussion Group Technique WN TEACHING ABILITY		14		02			10			52		• 20103
Literature		12		64			7			61		.94626
Drama		29		46			18			50		2.40423
History, English Language		31		44			24			44		.54956
Formal Grammar		11		65			. 8			60		.22994
Linguistic Grammar		42		33			33			35		.79807
Journalism		51 .		24			39			29		1,73319
Library Science		41 .		33			- 38			30		.00326
Speech Arts		29		46			20			47		1,21697
Basic Reading Skills	1. J. C.	13		62			18			50		1.75371
Study Reading Skills		11		64			18			50		3.07366
Literary Reading Skills		7		69			7			61		,04801
Mechanics and Usage		4		71			2			66		.50770
Oral Communication		7		68			2			66		2,47089
Written Communication		9.		67			4			64	· · ·	1.55212
Formal Composition		14		60			9			59		.84334
Creative Writing	1.1	21		55			21			47		.18357
Critical Thinking		17		58			19			49		.52672
Listening		11		64			8			60		.26068
Discussion Group Technique		16		60			16			52		.12737
COMPETENCE IN PRACTICES,												
MATERIALS, OR DEVICES												
Group Teaching		16		- 58			26			42		4.69581* #
Team reaching		38		. 36			36			32		.03589
Teaching Machines		46		28			45			23		.24810
Radio and Television		39		34			34			34		.16536
Other Programmed Learning		34		40			30			38		.04784
Newspapers		19		56			15			53		.21100
Trips and Excursions		22		52		·	17			49		.27388
Parent Conferences		11		64			11			57		.06245
Evaluation		10		66			8			60		.06368
Standardized Testing		12		64			10			58		.03255
Informal Testing		10		66			3			65		3.34273
Interpreting Data in Files		12		63			12			56	1.1.1	.06927
Group Reports		15		60			15			53		.09118
Socio Dramas; Role Playing		35		40			26			42		1.03647
Book Reviews		17		57			7			59		3.75627
NOWLEDGE OF MATERIALS,											•	
OURCES TO MAKE CLASSES												
NTERESTING, INFORMATIVE		12		64			7			61		.94626
BILITY TO ORGANIZE AND												
CONTROL CLASSROOM		2		74			3			65		.33933
BILITY TO DIRECT EXTRA-							1.1					
CURRICULAR ACTIVITIES.		21		55			14			53		.87406
BILITY TO HANDLE CLASSES												
Heterogeneous Classes		6		68			5			61		.01365
Homogeneous Classes		3		71			2			65		.11747
A. Fast Group		5		71			3			64		,29770
B. Slow Group		20		56			14			53		.57724
		4		- 72			2			66		.48458
C. Average Group												

academic competence. There are three significant differences among the respondents with respect to their confidence in their own teaching ability, as indicated in the table by the starred items.

With respect to the three items for which significant differences are shown, respondents who have English minors in their undergraduate work show the highest confidence with respect to two items (#); respondents who have other minors in their undergraduate work show highest confidence with respect to one item (##).

In general, when significant differences exist, the teachers who have undergraduate English minors feel more confident than teachers who have minors in other subjects.

Part B - Graduate Minor or Minors

Data shown in Part B of Table XIV are in terms of graduate minor or minors. A study of the data reveals that one significant difference exists with respect to the respondents' feelings of academic competence; three significant differences exist with respect to the respondents' confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the four items for which significant differences are shown, respondents who have English minors show the highest confidence with respect to one item (#); respondents who have minors in subjects other than English show the highest confidence with respect to three items (##).

Respondents at the graduate level who have minors in subjects other than English tend to feel more confident than respondents who have English minors.

TABLE XIV

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF UNDERGRADUATE $_{\rm F}$. AND MINOR OR MINORS

ITEMS OF RESPONSE	En	glish	Oth	ners	Chiefellono
CONFIDENCE IN:		DA	NI.	AQ	Chi-Square
OWN ACADEMIC COMPETENCE					
Literature	32	144	11	56	.10366
Drama	74	103	25	40	.22023
Essay	78	99	29	38	.01213
History, English Language	78	99	28	38	.05280
Formal Grammar	23	153	5	61	1.41523
Linguistic Grammar	105	71	39	28	.04226
Journalism	107	70	45	21	1.22625
Library Science	96	79	35	31	.06446
Speech Arts	59	118	21	46	.08734
Basic Reading Skills	45	132	15	52	.24153
Study Reading Skills	39	138	11	56	.94084
Literary Reading Skills	30	147	9	58	.44750
Mechanics and Usage	8	169	1	66	1.25377
Oral Communication	13	164	5	62	.00099
Written Communication	16	160	5	62	.16294
Formal Composition	33	144	18	49	1.98711
Creative Writing	49	128	27	40	3.60646
Critical Thinking	35	142	16	51	.49576
Listening	20	155	8	. 59	.01240
Discussion Group Technique	39	136	19	48	.98043
OWN TEACHING ABILITY	0.4	150			07/50
Literature	24	153	11	55	.37650
Drama	63	113	24	42	.00672
Essay	72	105	26	41	.07087
History, English Language	80	97	22	44	2,77840
Formal Grammar	16	161	8	59	.46113
Linguistic Grammar	93	84	37	29	.23919
Journalism	115	62	44	22	.06105
Library Science	96	81	38	27	.34329
Speech Arts	61	115	27	39	.81026
Bacic Reading Skills	45	132	15	51	.18797
Study Reading Skills	40	136	11	55	1.05998
Literary Reading Skills	23	154	10	57	.15495
Mechanics and Usage	6	171	4	62	.86904
Oral Communication	14	163	10	56	2.83252
Written Communication	17	160	7	60	.03896
Formal Composition	32	145	15	50	.75880
Creative Writing	53	124	28	39	3.07625
Critical Thinking	54	123	24	42	.75617
Listening	26	151	10	56	.00813
Discussion Group Technique	42	135	23	44	2.79412
COMPETENCE IN PRACTICES,					
MATERIALS, OR DEVICES	c.7	110	01	45	00700
Group Teaching	57	119	21	45	.00709
Team Teaching	101	75	30 25	· 36	2.75226
Teaching Machines	122	55	35	30	4.74470* #
Radio and Television	102	74 84	30	33	2,00426
Other Programmed Learning	91 40	84 137	24 23	41 42	4.31698* ## 4.03608* #
Newspapers				42 47	
Trips and Excursions	56 30	119 147	17 11	47 55	.65310
Pacent Conferences					.00273
Evaluation Standardided Testing	. 18	159	12	54	2.85193 .08080
Standardized Testing	18 41	159 1 3 6	6 8	61 58	.08080 3.64141
Interpreting Data in Files	41 43	136	8 15	58	.06492
Group Reports	43 71	134	15 31	35	.06492
Socio Dramas; Role Playing	27	145	16	51	2,18823
Book Reviews	21	140	10	51	2.10023
KNOWLEDGE OF MATERIALS,					
SOURCES TO MAKE CLASSES	26	151	11	56	.11289
INTÉRÉSTING, INFORMATIVE ABILITY TO ORGANIZE AND	20	101	11	50	•11207
	5	170	ī	66	25068
CONTROL CLASSROOM	2	172	1	00	.35968
ABILITY TO DIRECT EXTRA-	40	1.05	10	F. /	.85582
CURRICULAR ACTIVITIES	42	135	12	54	.80082
ABILITY TO HANDLE CLASSES	10	161	8	57	1 20110
Heterogeneous Classes	13	161		57	1,38112
Homogeneous Classes	6	162	5	59	1,84562
A. Fast Group	11	161	3	64	.32156
B. Slow Group	48	125	11	56	3.34263
C. Average Group	9	168	0 18	67	3.53725 1.73264

 Ungraded Classes
 62
 104
 18
 46

 NL - None or Little
 AO - Adequate or Outstanding
 6
 18
 46

 Chi-Square values were calculated at the .05 significance level.
 The degree of freedom is l.
 *Significant Differences
 .05 level
 #English Minor

 **Significant Differences
 .01 level
 ##Other Minors
 **Significant Differences
 .001 level

TABLE XIV (Continued)

ITEMS OF RESPONSE		English		Graduate	Others			
CONFIDENCE IN:	NL		AQ	NI.		.AO		Chi-Squa
				· · · · · · · · · · · · · · · · · · ·	<u>.</u>			
OWN ACADEMIC COMPETENCE	7		54	2		20		.09509
Literature Drama	24		37			15		.39138
Essay	22		39	é		16	1.1.1	.55920
History, English Language	29		32	- ⁻ E		17		4.11660* #
Formal Grammar	8		52	. (22		3.25045
Linguistic Grammar	31		30	12		9		.25043
Journalism Library Science	· 40 32		21 28	13		9 14		.29441 1.85535
Speech Arts	16	· . ·	45	é		16		.00903
Basic Reading Skills	18		43	. 5		17		.37113
Study Reading Skills	16 14		45 47			19 20		1.45266
Literary Reading Skills Mechanics and Usage	14		58	1		20		1.99598 .00489
Oral Communication	4		57			20		.15475
Written Communication	6	1. S.	55			19		. 24154
Formal Composition	10	1	51		4	18		.03687
Creative Writing Critical Thinking	17 13		44 48		1 1	$\frac{18}{18}$.80278 .09723
Listening	8		53		3	19		.00382
Discussion Group Technique	13	· · · · ·	48		7	15		97587
OWN TEACHING ABILITY			1.1		· · · · ·			
Literature Drama	-7 22		54 39	·· 2	2	· 20 14		.09509 .00062
Essay	20		41	6		14		.22852
History, English Language	28		33		7	15		1.31504
Formal Grammar	8	·	53			20		.24705
Linguistic Grammar	32 38		29 23	10		12 10		.31735
Journalism Library Science	38		23	14		13	· •	.40542 3.30870
Speech Arts	20		41	· ·		13		.46923
Basic Reading Skills	19		42		4	18		1.35689
Study Reading Skills	18		43		2	20		3,68515
Literary Reading Skills Mechanics and Usage	10 . 4		51 57	· · · · · · · · · · · · · · · · · · ·		20 22		.69716 1.51566
Oral Communication	6		55			21		.58604
Written Communication	7		54		3	19		07125
Formal Composition	· 9 22		52 39		4 3 ·	18 19		.14381
Creative Writing Critical Thinking	18		.43			17		3.86447* # .37113
Listening	10		51	· 1	i .	21		1.97421
Discussion Group Technique	13		48	5	ò	17		.01908
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES								
Group Teaching	15		46	5	5	17		.03067
Team Teaching	28		33	11		11		.10902
Teaching Machines	39		. 22	. 8		14		5.00413*
Radio and Television Other Programmed Learning	30 27		30 34			13 13		.53342 .07402
Newspapers	13		48	. (-16		.32551
Trips and Excursions	16		44		7	15		.21167
Parent Conferences	12		49			20		1,29099
Evaluation Standardized Testing	9 8		52 53		2 3	20 19		.45105 .00382
Informal Testing	9		52			20		.45105
Interpreting Data in Files	13		48			22		5.55925*
Group Reports	12		. 49		3	19		.39782
Socio Dramas; Role Playing	28 15		33 45	(16 17		2,32022
Book Reviews KNOWLEDGE OF MATERIALS,	15		45		•	17		.30696
SOURCES TO MAKE CLASSES								
INTERESTING, INFORMATIVE	11		50	, . I	L	21		2.37817
ABILITY TO ORGANIZE AND	0		5.0	,				1 1005 4
CONTROL CLASSROOM ABILITY TO DIRECT EXTRA-	3		58)	22		1.12254
CURRICULAR ACTIVITIES	13		47	-	7	15		.89955
ABILITY TO HANDLE CLASSES								
Heterogeneous Classes	5		55			21		.34057
Homogeneous Classes	3		56 60			21	· · ·	.00992
A. Fast Group B. Slow Group	· 1 16		60 45		L 3.	21 19		,58068 1,45266
C. Average Group	3		58))	22		1.12254
Ungraded Classes	19		. 41		5 <u></u>	15	·	06984
		or Outstandi		a) The Jo-				
Chi-Square values were calculated at 4	the .Ut level			el. The degree Winors	e or rreedom :	.s 1.		

Summary - Table XIV

Teachers who have English minors at the undergraduate level feel more confident than teachers who have minors in other subjects. Teachers, at the graduate level, who have minors in subjects other than English feel more confident than respondents who have English minors.

Table XV

Part A - Written English

Data in Table XV are in terms of number of college hours in language arts areas. Part A is concerned with the number of hours the respondents have had in written English. A study of the data presented in the table reveals that no significant differences in confidence in academic and professional competence exist with respect to the number of college hours the respondents have had in written English.

Part B - Oral English

Data in Part B of Table XV are in terms of number of college hours in oral English. A study of the data given in the table reveals that no significant differences exist among the respondents with respect to their feelings of academic competence. There are three significant differences among the respondents with respect to their confident in their own teaching ability, as indicated in the table by the starred items.

With respect to the three items for which significant differences are shown, respondents who have had more than twelve hours of oral English show the highest confidence with respect to two items (#); respondents who have had twelve hours or less of oral English show the highest confidence with respect to one item (##).

When significant differences exist, the respondents who have had more than twelve college hours of oral English tend to feel more confident than respondents who have had twelve or fewer hours in oral English.

<u>Part C - English Literature</u>

Data shown in Part C of Table XV are in terms of number of college hours in English Literature. Five significant differences exist with respect to the respondents' feelings of academic competency; one significant difference exists with respect to the respondents' confidence in their own teaching competency. These significant differences are indicated in the table by asterisks.

With respect to the six items for which significant differences are shown, respondents who have had more than twelve college hours English Literature show the highest confidence with respect to the six items (#). There were no significant differences among respondents who have had twelve or fewer college hours in English Literature.

When significant differences exist, the respondents who have had more than twelve college hours English Literature seem to feel more confident than those who have had twelve college hours or fewer.

Part D - American Literature

Data shown in Part D of Table XV are in terms of number of college hours in American Literature. Four significant differences exist with respect to the respondents' feelings of academic competency, as indicated by the starred items. A study of the data given in the table reveals that no significant differences exist among the respondents with respect to their confidence in their own teaching ability. With respect to the four items for which significant differences are shown, respondents who have more than twelve college hours American Literature show the highest confidence with respect to two items (#); respondents who have twelve or fewer college hours American Literature show the highest confidence with respect to two items (##).

In general, the number of college hours in American Literature seems to have little relationship to the respondents' feelings of competence or confidence.

Part E - World Literature

Data shown in Part E of Table XV are in terms of number of college hours in World Literature. A study of the data presented in the table reveals that no significant differences exist among the respondents with respect to their feelings of academic competence. Five significant differences are shown with respect to the respondents' feelings of confidence in their teaching ability, as shown in the table by the starred items.

With respect to the five items for which significant differences are shown, respondents who have more than twelve college hours World Literature show the highest confidence with respect to four items (#); respondents who have had twelve or fewer college hours World Literature show the highest confidence with respect to one item (##).

When significant differences exist, respondents who have had more than twelve college hours of World Literature indicate more confidence than respondents who have had twelve college hours or fewer.

Part E - Journalism

Data shown in Part F of Table XV are in terms of number of college

hours in Journalism. Two significant differences exist with respect to the teachers' feelings of academic competency; three significant differences exist with respect to the teachers' confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the five items for which significant differences are shown, teachers who have had more than twelve hours of Journalism show the highest confidence with respect to all five items (#).

Teachers who have had more than twelve college hours of Journalism seem to feel more confident than those teachers who have had twelve or fewer college hours of Journalism.

Part G - Library Science

Data shown in Part G of Table XV are in terms of number of college hours in Library Science. Two significant differences exist with respect to the respondents' feelings of academic competency; one significant difference exists with respect to the respondents' confidence in their own teaching competency. These significant differences are shown in the table by asterisks.

With respect to the three items for which significant differences are shown, respondents who have had more than twelve college hours Library Science show the highest confidence with respect to one item (#); respondents who had had twleve or fewer college hours Library Science show the highest confidence with respect to two items (##).

When significant differences exist, the respondents who have had twelve or fewer college hours Library Science indicate more confidence than the respondents who have had more than twelve hours.

Part H - Speech

Data shown in Part H of Table XV are in terms of number of college hours in Speech. Three significant differences exist among the respondents with respect to their feelings of academic competence; nine significant differences exist among the respondents with respect to their feelings of confidence in their teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the twelve items for which significant differences are shown, respondents who have had more than twelve college hours Speech show the highest confidence with respect to eleven items (#); respondents who have had twelve or fewer college hours Speech show the highest confidence with respect to one item (##).

Respondents who have had more than twelve college hours in Speech tend to feel more confident than respondents who have had twelve or fewer college hours in Speech.

Part I - Dramatics

Data in Part I of Table XV are in terms of number of college hours in Dramatics. A study of the data presented in the table reveals that no significant differences exist in feelings of academic or professional confidence with respect to the number of college hours the respondents have had in Dramatics.

Part J - History and Structure of the English Language

Data shown in Part J of Table XV are in terms of number of college hours in History and Structure of the English Language. No significant differences exist with respect to the respondents' feelings of academic

competency. One significant difference exists with respect to the respondents' confidence in their own teaching ability, as indicated in the table by the starred item.

With respect to the one item for which a significant difference is shown, respondents who have had more than twelve college hours in the History and Structure of the English Language show the highest confidence (#).

In general, when significant differences exist, respondents who have had more than twelve college hours in History and Structure of the English Language feel more confident than those who have had twelve college hours or fewer.

Summary - Table XV

Teachers who have had more than twelve college hours in oral English, English Literature, World Literature, Journalism, Speech, and History and Structure of the English Language feel more confident than those who have had twelve or fewer college hours in these subjects. Teachers who have had twelve or fewer college hours in Library Science feel more confident than those teachers who have had more than twelve hours. There seems to be little or no relationship between the number of college hours in written English, American Literature, or Dramatics and the respondents' feelings of confidence.

Table XVI

Data in Table XVI are in terms of number of college hours in general survey courses in literature. A study of the data given in the table reveals that no significant difference exists among the respondents with respect to their feelings of academic competence. There are two significant

TABLE XV

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF COLLEGE HOURS IN LANGUAGE ARTS AREAS

PART A			· · · · · · · · · · · · · · · · · · ·	Vritten Er	alish				
ITEMS OF RESPONSE	Less Th	an 6	6 ~			- 18	Mor	9 9	
CONFIDENCE IN:	NL	AO	NL	AQ	NL	AQ.	NL	AQ	Chi-Squar
				1.					
OWN ACADEMIC COMPETENCE Literature	8	35	35	167	2	6	0	5	1.4159
Drama	21	23	30	120	4	.4	1	4	2.07515
Essav	18	26	87	115	3	5	1 Î	4	1.17482
History, English Language	19	25	85	115	4	4	1	4	1.2281
Formal Grammar		35	19	182	2	6 .	1	3	6.1055
Linguistic Grammar	28	16	116	85	: 2	4	4	ĩ	1.7065
	30	14	128	73	4	. 4	2	3	2.2406
Journalism	23	20	109	93	5	3	2	2	
Library Science									.2624
Speech Arts	15	29	63	139	3 2	5	0	5	2,5826
Basic Reading Skills	10	34	48	154		6	1	4	.0659
Study Reading Skills	11	33	38	164	2	6	1	4	.9868
Literary Reading Skills	· 6	38	32	170	2	6	0	5	1.6072
Mechanics and Usage	3	41	9	193	1	7	1	4	3,3986
Oral Communication	. 2	42	16	186	1	7	0	5.	1.3153
Written Communication	. 3	41	17	185	2	6	1	4	3.6181
Formal Composition	. 9	35	40	161	. 2	6	0	5	1,3853
Creative Writing	12	- 32	65	137	З.	- 5	0	5	2.8253
Critical Thinking	9	35 - 1	44	158	. 5	6	0	5	1.4679
Listening	7	37	20	178	· 1	. 7	0	5	1.8857
Discussion Group Technique	12	31	47	154	2	6	0	5 .	1,9903
OWN TEACHING ABILITY	1 A.								
Literature	6	38	31	170	2	6	С	5	1.5893
Drama	16	27	72	129	5	3	1	. 4	2.9666
Essay	18	26	80	122	4	4	ī	4	1.1915
History, English Language	20	24	83	118	4	4	· 1	4	1.4596
Formal Grammar	Ĩě	36	17	185	. i	7	ī	4	4.2361
Linguistic Grammar	25	19	107	94	. 4	4	4	1	1.5946
	28	16	138	63	-4	4	2	3	3,1400
Journalism					-4	3		3	2.0879
Library Science	24	20	118	.83	5 4		. 1	.5	
Speech Arts	17	. 27	72	. 128		4 5			3.6137
Basic Reading Skills	12	32	48	153	3		1	4	.9388
Study Reading Skills	8	36	41	160	3	5	1	4	1.5630
Literary Reading Skills	5	39	28	174	2	6	0	5	1.8792
Mechanics and Usage	· 0	44	15	186	0	. 8	0	5	4,5163
Oral Communication	2	42	20	181	2	6	0	-5	4.1294
Written Communication	. 8	36	19	183	0	. 8	0	5	4.5727
Formal Composition	13	31	35	165	3	5 -	1	- 4	4.7678
Creative Writing	11	33	70	132	3	5	0	5	4.0576
Critical Thinking	13	31	64	137	4	4	0.	ĉ	3.6621
Listening	3	41	30	171	3	5	0	5	6,5289
Discussion Group Technique	9	. 35	54	148	4	4	0	5	4.9252
COMPETENCE IN PRACTICES,			0,	•				-	
MATERIALS, OR DEVICES									
Group Teaching	8	36	68	131	4	4	1	4	5.8335
	26	18	102	97	3	5	2	3	1.8924
Team Teaching	26 27	10	102	74	5	3	2	2	.0566
Teaching Machines			126	91	5	3.	2	3	.8725
Radio and Television	25	18		103	5 4	3. 4		4	1.5969
Other Programmed Learning	20	23	96				1 0		2.4598
Newspapers	13	31	53	148	1	7		4	
Trips and Excursions	13	31	62	136	3	: 4	. 0	5	2.763
Parent Conferences	7	37	33	168	2	6	0	- 5	1.4259
Evaluation	6	38	24	177	0	8	0	5	1.902
Standardized Testing	7	37	33	168	2	6	. 0	5	1,4259
Informal Testing	4	40	21	181	0	8	0	5	1.5328
Interpreting Data in Files	6	38	42	159	4	4	1	4	5,5548
Group Reports	6	- 38	- ⊿9	152	4.	4	0	5	7,2069
Socio Dramas; Role Playing	20	24	88	112	5	3	0	5	5,0782
Book Reviews	• 8	35	36	162	2	6	1	4	.2452
KNOWLEDGE OF MATERIALS,									
SOURCES TO MAKE CLASSES									
INTERESTING, INFORMATIVE	8	36	32	170	1	7	. 0	5	1.1896
ABILITY TO ORGANIZE AND			<u>.</u>		-		-	.=	
	4	40	4 .	198	1	7	0	5	7.6055
CONTROL CLASSROOM	4	40	. 4	190	1	'	0	5	
ABILITY TO DIRECT EXTRA-	16	00	47	165	2	5	0	5	3,9926
CURRICULAR ACTIVITIES	15	29	47	155	2	5	U	5	3.992
ABILITY TO HANDLE CLASSES						-		-	
Heterogeneous Classes	3	40	21	177	1	7	0	5	1.1375
Homogeneous Classes	3	39	. 8	184	0	8	0 -	- 5	1.3569
A. Fast Group	4	39	. 9	190	· · · 0	8	0	5	2.405
B. Slow Group	8	35 .	.54	145	3	5	1	4	2.003
C. Average Group	3	41	8	- 194	0	8	. 0	5	1.332
Ungraded Classes	15	26	65	127	3	5	2	3	.2126

NL - None or Little AD - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

TABLE XV (Continued)

TEMS OF RESPONSE	Less 1	han 6	6	- 12	13	+ 18	Mo	ore	
DNFIDENCE IN:	NL	AQ	NL	O	NL	AQ	NI.	AQ.	Chi-Squar
WN ACADEMIC COMPETENCE									
Literature	8	77	9	47	0	3	0	1	1.99299
Drama	24	60	26	29	2	1	0	1	6.79455
Essay	31	54	. 17	19	0	3	0	1	2.60528
History, English Language Formal Grammar	. 37 10	48 75	20 4	35 50	0 1	3	1 0	0	4.22992 1.88903
Linguistic Grammar	51	34	29	26	2	1	1	0 .	1.57256
Journalism	.57	28	30	25	ī	2	1	ŏ	3.86996
Library Science	47	37	30	26	2	· 1	ō	0	.23872
Speech Arts	25	60	15	41	0	3	0	1	1.68357
Basic Reading Skills	17	68	13	43	0	3	0	1	1,28563
Study Reading Skills	15 B	70 77	12 9	44 47	0	3 3	0	· 1 ·	1.25979
Literary Reading Skills Mechanics and Usage	4	81	1	47 55	0	3	0	1 1	1,99299 1,01156
Oral Communication	3	82	4	52	Ö ·	3	. 0 .	1.	1.16803
Vritten Communication	6	79	4	52	ĩ	2	ŏ	ō.	2,86731
formal Composition	16	69	12	43	0	3	1	0	4.90991
Creative Writing	. 24	61	16	40	1	2	1	0	2.50645
Critical Thinking	12	73	11	45	1	2	0	1	1.56204
istening	4 15	81 70	8	48 43	0	3 2	0	. 1	4,45251
Discussion Group Technique	15	70	13	43	1	2	0	1	1.23905
Literature	6	79	8	48	0	з	D	1	2,46089
Prama	25	59	22	33	2	i	ō	1	3,47890
ssay	32	53	14.	42	1	2	о	1	2,94838
istory, English Language	36	-49	16	39	1	· · 2	1	0	4,20240
ormal Grammar	7	78	7	49	1	2	0	1	2,51307
inguistic Grammar	47	. 38	24	31	2	1	3	1,	3,15001
ournalism ibrary Science	59 47	26 38	31 35	24 20	1	2 2	1	0 1	4.25306 3.08815
peech Arts	30	54	14	41	1	2	0	1	2,08856
asic Reading Skills	17	- 68	- 17	46	ō	3	ŏ	1	1.20497
tudy Reading Skills	15	70	10	45	. 0	3	0	ō	.65583
iterary Reading Skills	5	80	3	53	0	3	о	1	.25806
lechanics and Usage	2 ·	B 3	з	52	0	3	0	1	1.10643
ral Communication	4	80	4	52	0	3	0	1	.60504
Iritten Communication	8	77 71	7 12	49 43	0 1	3	0	1	.82177 1.58743
ormal Composition Creative Writing	24	61	20	43 36	1	2	0	- 1 1	1,34159
ritical Thinking	24	61	17	38	1	2	ŏ	1	.55348
istening	10	75	7	48	. Ō	. 3	ŏ	ī	,58044
iscussion Group Technique	21	64	. 8	48	1	2	0	1	2.78827
MPETENCE IN PRACTICES,									
TERIALS, OR DEVICES		· · · ·							
roup_Teaching	23	62	20	35	1	2	0	1	1.81508
eam Teaching	45 55	40 29	27 32	28 23	2	1	0	1	1.53570
eaching Machines adio and Television	55 47	29 36	32 28	23	2 2	1	0	1	2.43299 1.80817
ther Programmed Learning	38	45	20	32	2	1	0	1	1,75135
ewspapers	24	60	11	44	ĩ	2	ŏ	ī,	1,73879
rips and Excursions	24	60	11	43	ō	3	1	Ô	5.13147
arent Conferences	12	73	6	49	0	з	1	0	7.34900
valuation	7	78	4	52	0	3	0	1	.39514
tandardized Testing	10	75 80	6	50	1	2	0	1	1,54168
nformal Testing nterpreting Data in Files	5 15	80 76	8	48 46	0 2	3 1	1	0	12.44132* 9.12816*
iroup Reports	19	66	11	. 44	1	2	1	õ	3,87226
ocio Dramas; Role Playing	33	51	20	36	2	1	ò	1	1.83650
ook Reviews	12	73		45	ī	2	ō	ī	1,02656
OWLEDGE OF MATERIALS,									
URCES TO MAKE CLASSES									
TERESTING, INFORMATIVE	10	75	5	51	0	3	0	1	.76741
ILITY TO ORGANIZE AND NTROL CLASSROOM	1	84	0	56	0	3	0	1	71070
ILITY TO DIRECT EXTRA-	1	04	U	50	U	3	v	.*	.71078
RRICULAR ACTIVITIES	15	70	14	42	1	2	0	1	1.66673
ILITY TO HANDLE CLASSES	••	-	_ ,		•		-	-	
sterogeneous Classes	6	76	5	50	0	3	0	1	.49235
omogeneous Classes	2	77	2	53	0	3	0	1	·26356
A. Fast Group	1	83	4	51	1	2	0	0	9.45498*
B. Slow Group	20	64	9	46	2	1	0	1	4.99260
C. Average Group	1	84 51	2 16	54 36	0	3	0	1,	1.04257
ingraded Classes None or Little AO	~ Adequate o:					K.			81207
i-Square values were calcul				el. The	degree of	freedom	in 3.		

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TABLE XV (Continued)

		-							
PART C	Less Th)an' 6	6 -	English Li	terature 13 -	• 18	Mo	16	•
CONFIDENCE IN:	NL	AO	NI.	 AQ	NI.	AO	NI.	O	Chi-Squar
	. <u></u>	<u>AU</u>				A			
OWN ACADEMIC COMPETENCE		00	0 0	1 40	•	07	•		0.00000
Literature	12	29 18	28 62	148 113	3	27 16	0	14	8.59287*
Drama	23	18	65	113	14 17	13	2	12	10.32410*
Essay		19	64				4	10	7,97396*
History, English Language	22			111	18	12	4	10	9,43793*
Formal.Grammar	5	36	19	156	5	25	1	13	1.13486
Linguistic Grammar	30	11	96	80	21	9	8	6	6.37043
Journalism	29	12	111	65	14	16	. 9	.5	4.43502
Library Science	23	18	94	80	17	13	7	7	,22885
Speech Arts	17	24	52	125	10	20	4	10	2.34672
Basic Reading Skills	. 8	33	44	133	8	22	3	11	.69078
Study Reading Skills	9	32	33	144	7	23	4	10	1,13385
Literary Reading Skills	8	33	24	153	8	22	1	13	4.57533
Mechanics and Usage	2	39	6	171	4	26	0	14	6.51353
Oral Communication	3	38	10	167	3	27	1	13	.87117
Written Communication	4	37	14	162	2	28	Ο.	14	1.47896
Formal Composition	14	27	29	147	. 6	24	1	13	8.08271*
Creative Writing	12	29	60	117	5	25	4	10	3.67723
Critical Thinking	12	29	34	143	6	24	2	12	2.43977
Listening	4	37	16	158	7	23	1	13	5,59260
Discussion Group Technique DWN TEACHING ABILITY	15	26	37	139	8	22	3	11	4.56274
Literature	9	32	26	150	1	29	0	14	7.43725
Drama	19	21	59	117	.9	21	4	10	3.50007
Essay	20	21	67	110	13	17	4	10	2.55421
History, English Language	21	20	66	110	13	17	4	10	3.51149
Formal Grammar	6	35	15	162	ð	25	0	14	4.50186
Linguistic Grammar	27	14	88	88	16	14	7	7	3.40.146
Journalism	29	12	118	58	17	13	8	6	2,14462
Library Science	23	18	97	78	18	12	9	5	,57922
Speech Arts	18	23	56	119	12	18	6	9	2,79926
Basic Reading Skills	10	31	43	133	7	23	5	9	.94115
Study Reading Skills	10	31	31	144	9	21	6	8	6.7.782
Literary Reading Skills	6.	35	21	156	5	25	2	12	67659
Mechanics and Usage	Э	38	10	166	1	29	0.	14	1.38033
Oral Communication	6	35	12	164	4	26	з	11	5.51647
Written Communication	7	34	15	162	Э	27	1	13	2,88161
Formal Composition	13	28	28	147	5	25	2	12	5,70946
Creative Writing	15	26	56	121	9	21	6	8	1,12353
Critical Thinking	19	22	47	129	11	19	7	7	8.49847*
Listening	7	34	19	157	6	24	з	11	3.40715
Discussion Group Technique COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES	. 14	27	<u> 39</u>	138	10	20	4	10	3.76352
Group Teaching	14	27	54	121	11	19	7	7	2,39664
Team Teaching	25	16	89	86	14	16	ģ	-5	2,55679
Teaching Machines	23	17	111	-64	20	10	8	6	.73023
Radio and Television	28	12	88	-04 85	16	14	7	7	4,90213
Other Programmed Learning	20	12	00 75	98	18	14	. /	9	5,85332
Newspapers	11	30	49	127	10	23	3	11 ·	.85128
Trips and Excursions	14	27	53	127	8	23	3 5	8	.85128
Parent Conferences	7	34	29	147	6	24	2	12	.29694
Evaluation	8	34	29 19	147	5	24 25	0	12	
Standardized Testing	9	32	27	149	5	25 25	1	14	4.85319 1.95369
Informal Testing	9	32	17	149	5. 4	25 26	0	13	2,18937
Interpreting Data in Files	10	31	35	141	7	20	ź.	14	
Group Reports	11	30	37	139	ģ	23	3	12	.88905 1.57809
Socio Dramás; Role Playing	20	21	73	102	12	18	4	10	
Book Reviews	20	32	28	102	5	18 25	4		1.86559
KNOWLEDGE OF MATERIALS,	7	92	20	1 444	J	20	3	11	.90393
SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE	9	32	24	153	6	24	1	13	3,04882
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	40	5	172	З	27	1	13	4,23256
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	8	33	42	135	8	22	5	8	2.05657
ABILITY TO HANDLE CLASSES Heterogeneous Classes	4	36	18	156	1	28	1	13	1.49691
Homogeneous Classes	2	36	8	162	1	29	0	14	.83622
A. Fast Group	4	35	10	164	2	28	0	14	2.09303
B. Slow Group	13	26	46	129	4	26	1	13	6.18437
C. Average Group	4	37	5	172	2	26	Ó	14	5.04669
Ungraded Classes	13	25 -		107		20	5	ġ.	64742

TABLE XV (Continued)

TEMS OF RESPONSE	Iess	Than 6	<u> </u>	erican Lit 12		~ 18		lore	
CONFIDENCE IN:	NL NL	AQ	NL	AD	NI.	- 18 	NI.		Chi-Square
· · · · ·				A: J	00		· · · · · · · · · · · · · · · · · · ·	<u> </u>	
WN ACADEMIC COMPETENCE Literature	21	44	24	154	0	13	0	2	15,08182**
Drama	35	29	58	120	7	6	ĩ	1	10,96677* #
Essay	32	33	71	108	6	7	1	1	1,91109
History, English Language	31	33	67	111	7	6	1	1	3,23565
Formal Grammar	13	51	18	160	1	12	0	2	5.07602
Linguistic Grammar	37	28	107	71	8	5	2	0	1,58912
Journalism	40 . 35	24 28	113 98	66 81	7. 5	6 7	1 2	1	.57725 2.49758
Library Science Speech Arts	19	28 46	90 57	122	. 4	9	1	1	-48111
Basic Reading Skills	12	53	45	134	44	ģ	ī	ī	2.29189
Study Reading Skills	12	53	36	143	4	9	1	1	2,09400
Literary Reading Skills	11	54	28	151	1	12	0	2	1.07776
Mechanics and Usage	3	62	8	171	1	12	0	2	.38342
Oral Communication	6	59	9	170	2	11	0	2	3,23212
Written Communication	7 19	58 46	11 27	168 151	2 5	10	0	2	2.97537
Formal Composition Creative Writing	20	40 45	56	123	. 4	9	1	1	9.40126* # .33555
Critical Thinking	16	. 49	35	144	1	12	1	î	3.15436
Listening	-9	56	15	161	4		ī	ī	9.65843*
Discussion Group Technique	21	43	.38	140	3	10	ī	ī	4.06233
WWN TEACHING ABILITY				*.					
Literature	13	52	24	154	0	13	0	2	4.31240
Drama	28	35	57	122	5	8	1	1	3,48289
Essay	33 30	32	66	113	6	7 7	1	1	4.03707
History, English Language Formal Grammar	9	. 34 56	68 14	111 165	6 6	10	0	2	3,08237 4,68830
Linguistic Grammar	34	30	- 95	84	6	7	2	õ	2.01841
Journalism	44	20	118	61	7	6.	1	ĩ	1,29673
Library Science	38	25	99	80	7	6	2	ō	2.04766
Speech Arts	26	38	59	119	4	9	1	· 1	1.45869
Basic Reading Skills	11	53	46	133	4	9	1	1	2,97652
Study Reading Skills	9	55	38	141	5	7	1	1	6.02355
Literary Reading Skills	6	59	26	153	2	11	0	2	1.53237
Mechanics and Usage Oral Communication	1 6	63 59	12 16	167 162	0 2	13 11	0	2 2	3.44953 .79628
Written Communication	10	55	14	165	2	11	ŏ	2	3,66617
Formal Composition	19	45	28	150	3	10	õ	2	6.44408
Creative Writing	22	43	57	122	5	8	1	ī	.56384
Critical Thinking	23	41	54	125	4	9	2	0	4,97383
Listening	9	55	21	158	з	10	1	1	3.85434
Discussion Group Technique	22	43	40	139	4	- 9	· 1	1	4.08526
OMPETENCE IN PRACTICES,									
ATERIALS, OR DEVICES	16	48	61	117	з	10	2	0	6,59743
Group Teaching Team Teaching	34	30	93	85	6	7	2	õ	2.03409
Teaching Machines	36	28	116	62	7	6	2	õ	3.22559
Radio and Television	40	24	92	84	6	7	2	ō	4.02829
Other Programmed Learning	31	33	84	92	6	7	1	1	.02860
Newspapers .	15	49	49	130	4	9	0	2	1.22268
Trips and Excursions	21	. 43	55	120	2	11	2	0	5.96578
Parent Conferences	6	58	35	144	3	10	1	1	5,20529
Evaluation	7	58	22	156	2	11	0	2	.52813
Standardized Testing Informal Testing	11 8	54 57	28 15	150 164	3 3	10 10	0	2 [.] 2	,88877 3,58622
Interpreting Data in Files	13	51	38	141	2	10	1	1	1.28723
Group Reports	18	46	39	140	4	9	ō	2	2,03838
Socio Dramas; Role Playing	35	30	71	106	4	<u>ģ</u> .	1	1	4.54638
Book Reviews	17	48	27	147	1	12	0	2	5.07821
NOWLEDGE OF MATERIALS,									
OURCES TO MAKE CLASSES									
NTERESTING, INFORMATIVE	9	56	27	152	2	11	0	2	.40883
BILITY TO ORGANIZE AND		(0)	-	170				0	70005
CONTROL CLASSROOM	2	.63	7	172	1	12	. 0	2	,70325
BILITY TO DIRECT EXTRA-	13	52	47	131	з	10	0	2	1,72681
URRICULAR ACTIVITIES BILITY TO HANDLE CLASSES	13	52	47	1.31	3	10	U	4	1.12001
Heterogeneous Classes	. 3	60	21	155	0	13	0	2	4,45093
Homogeneous Classes	1	60	10	162	ŏ	13	ŏ	2	2,59240
A. Fast Group	6	57	-9	168	1	11	Ō .	2 .	1.77071
B. Slow Group	13	50	48	129	2	11	0	2	2.37863
C. Average Group	3	62	7	172	1	12	0	. 2	.53965
Ungraded Classes	.18	43	64	105	1	12	1	1	5.88126

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NL - None or Little AO - Average or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. *Significant Differences .05 level #More than Twelve Hours American Literature **Significant Differences .01 level ##Twelve or Fewer Hours American Literature ***Significant Differences .001 level

TABLE XV (Continued)

TEMS OF RESPONSE	Less	Than 6	6 - 1	<u>World Li</u> 2		- 18		More	
XONFIDENCE IN:	NL	AQ	NL	AQ	NL	Q	NL	AO	Chi-Square
WWN ACADEMIC COMPETENCE									
Literature	. 14	60	6	31	0	2	0	. 0	.56155
Drama	30	44	15	22	1	1	0	0	.07283
Essay	34	41	13	24	2	0	. 0 2	0	3.75189
History, English Language	31	43	15	22	2	0	0	0	2.77556
Formal Grammar	7	68	5	32	0	2	0.	0 .	.69918
Linguistic Grammar	44	31	20	.16	2	0	-0	0	1.54681
Journalism	48	. 26	22	15	2	0	0	0	1.47116
Library Science	44	30	15	22	1	1	0.	0	3.55297
Speech Arts Basic Reading Skills	19 19	56 56	16 8	21 29	1	1	0	0	3,99798
Study Reading Skills	21	54	7	30	i	1	0	0	.89520 1.72470
Literary Reading Skills	18	57	5	32	ō	2	õ	õ	2.20630
Mechanics and Usage	. 7	68	õ	37	õ	2	. 0	ŏ	3.87813
Oral Communication	4	71	4	33	ŏ	2	ŏ	Ö	1,29289
Written Communication	6	69	3	34	ĩ	. 1	ŏ	ŏ	4.32429
Formal Composition	17	58	5	32	ī	ĩ	õ	õ	2,41328
Creative Writing	27	48	9	28	0	2	0	Ő	2,50278
Critical Thinking	16	59	8	29	0	2	0	0	.54409
Listening	10	65	5	зò	1	1	0	. 0	2,13888
Discussion Group Technique	19	55	8	29	1	1	o	0	.91236
WN TEACHING ABILITY						,			1
Literature	- 11 .	64	4	32	0	2	0	0	.57875
Drama	28	45	14	23	· 1	1	0	0	.11878
Essay	36	39	11	26	1	1	0	0	3.44485
History, English Language	36	38	13	24	1	1	·0	0	1.85327
Formal Grammar	3	72	2	35	1	1	0	0	8.26927* 耕
Lingüístic Grammar	35	39	20	17	2	0	0	0	2.45080
Juurnalism	52	22	25	12	2	0	0	0	.96192
Library Science	41	33	20	17	2	0	0	0 :	1.63416
Speech Arts	28	45	17	20	1	1	0	0	.65149
Basic Reading Skills	22	52	8	29	1	1 0	0	0	1,33539
Study Reading Skills	20	54 63	8 3	29 34	2		0	0	6.00262* #
Literary Reading Skills Mechanics and Usage	12 4	63 70	3	34	1	1 2	. 0	0.	3.46142 .52032
Oral Communication	-7	68	4	30	. 0	2	0	0	.52032 .27944
Written Communication	6	69	- 3	33	1	1	0	0	4.32429
Formal Composition	14	60	6	34	1	i	0	0	1.44719
Creative Writing	14 25	50	11	26	1	1	0	õ	.43258
Critical Thinking	23	46	11	26	2	ò	õ	õ	4.27691
Listening	8	66	19	28	1	1	ō.	õ .	5.12848
Discussion Group Technique	21	54	9	28	2	ō	õ	õ	5.38231
COMPETENCE IN PRACTICES,			•	-					
ATERIALS, OR DEVICES									
Group Teaching	22	52	14	22	2	. 0.	0	0	4.87185
Team Teaching	35	39	21	15	2	0	0	0	3.07728
Teaching Machines	46	28	20	17	2	0	Q	0	2,02405
Radio and Television	39	34	18	18	2	0.	0	• 0	1.90861
Other Programmed Learning	32	42	14	23	2	0	0	0	3.05209
Newspapers	22	52	8	29	. 1	1	0	0	1.33539
Trips and Excursions	22	52	13	23	1	1	0	0	.74987
Parent Conferences	14	60	8	29	1	1	0	0	1.21498
Evaluation	11	63	2 .	35	1	1 .	. 0	0	4.68684
Standardized Testing	8	66	5	32	1	1	0	0	2.81938
Informal Testing	4	71	3	34	2	0	0	0	24.01234*** #
Interpreting Date in Files	12	62	. 9	28	1	1	0	0	2.24477
Group Reports	14	60	10	27	2	0.	0	0	7.72829* #
Socio Dramas; Role Playing	33 12	42	- 15	21	0	2 0	0	0	1.55773
Book Reviews	12	62	5	30	2	U	0	U	9.92432** #
NOWLEDGE OF MATERIALS,									
OURCES TO MAKE CLASSES		. 61	£	21	1	,	0	0	1 02650
INTERESTING, INFORMATIVE	11	64	6	31	1	1	U	U	1.83659
BILITY TO ORGANIZE AND	4	71	1	36	0	2	o	. 0	.50224
CONTROL CLASSROOM	4	11	T	30	0	2	0	U	• JUZZ4
BILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	20	54	10	27	0	2	0	0	.73591
ABILITY TO HANDLE CLASSES	20	54	10	21	0	2		5	
	8	65	5	31	0	2	0	0	.47034
Heterogeneous Classes Homogeneous Classes	5	68	2	31	. 0	2	0.	. 0	.16455
A. Fast Group	5	66	1	34	0	2	0	0	.10455
B. Slow Group	16	58	12	23	0 .	2	ŏ	ŏ	2,70745
C. Average Group	4	71	3	34	ŏ.	2	0	õ	.46417
Ungraded Classes	19		15	20		-	õ	ŏ	2.73033

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 NL - None or Little
 AO - Adequate or Oustanding

 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

 *Significant Difference
 .05 level

 #More than Twelve College Hours World Literature

 **Significant Differences
 .01 level

 ##Tignificant Differences
 .001 level

TABLE XV (Continued)

Literature 15 75 4 27 1 1 0 2 2.3237 Esay English Language 33 59 15 16 0 2 1 1.72751 English Language 14 76 1 29 0 2 0.72769 Linguistic Grammar 50 34 15 16 2 0 2 0.40071 Library Science 40 15 16 2 0 2 0.40071 Litrary Reading Skills 14 76 13 18 1 1 1 2 0.62633 Study Reading Skills 16 74 4 27 0 2 0 2 1.11974 Abchaics and Usage 4 66 2 2 0 2 0 2 0 2 1.11974 Formal Commutation 6 60 12 0 2 0 2 1.11974				-				10	Jour	hil								*
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Heterogeneous Classes 9 80 2 29 0 2 0 2 .78349 Homogeneous Classes 5 83 0 30 0 2 0 2 .101437 A. Fast Group 8 81 2 29 0 2 1 1 4.60571 B. Slow Group 21 68 7 24 0 2 0 2 1.21910 C. Average Group 6 84 0 31 0 2 0 2 2.45093 Ungraded Classes 33 54 6 23 0 2 1 4.6379	ABILITY TO HANDLE CLASSES																	
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B. Slow Group 21 68 7 24 0 2 0 2 1.21910 C. Average Group 6 84 0 31 0 2 0 2 2.45093 Ungraded Classes 33 54 6 23 0 2 1 4.16379																		2,01437
C. Average Group 6 84 0 31 0 2 0 2 2.45093 Ungraded Classes 33 54 6 23 0 2 1 4.16379						· · · ·						• *						4.60571
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NL - None or Little AO - Adequate or Outstanding	<u>Ungraded Classes</u> NL - None or Little	10							23		0_		 2				l	4.16379

ART G		·····		tibreen C	aionaa				
TEMS OF RESPONSE	Less Th	nan 6	6 -	Library S		- 18	Мо	re	
ONFIDENCE IN:	NL	Q	NL	Q	NL	A0	NL	0	Chi-Square
				1. A.					
WN ACADEMIC COMPETENCE Literature	15	64	5	25	4	2	2	2	9.76528* ##
Drama	37	40	17	14	3	3	2	2	,40720
Essay	39	40	12	19	3	: 3	3	1	2.29905
History, English Language	29	49	12	18	5	ī	3	i	6.80039
Formal Grammar	13	65	3	28	1	5	ī	3	1.17593
Linguistic oranmar	51	28	18	12	5	1	3	1	1.38889
Journalism	45	33	20	11	5.	1	4	0	4.31474
Library Science	38	41	14	17	1 -	5	0	4	5.51261
Speech Arts	26	53	10	21	4	2	2	2	3,29422
Basic Reading Skills	18	61	6	25	2	4	2	2	2.21304
Study Reading Skills	16	63	6	25	3	3	2	2	4.74148
Literary Reading Skills	12	67	. 3	. 28	3	3	2	2	9.21437* #
Mechanics and Usage	4	75	0	31	1	5	0	4	4.02861
Oral Communication	4	75 71	2	29 27	1	5 5	0	4	1.63656 .87568
Written Communication	8 24	71 55	4 7	27	1 3	3	2	2	2,72278
Formal Composition	30		9	24	3 4 ·	2	1 .	3	3,39606
Creative Writing Critical Thinking	22	57	3	22	3	3	1	3	6.32187
Listening	13	65	. 3	27	3	3	ō	4	6.71656
Discussion Group Technique	22	56	5	26	3	š	ĩ.	3	3.56075
WN TEACHING ABILITY		-				-		-	
Literature	14	65	5	26	3	3	2	2	6.17165
Drama	28	49	15	16	3	3	2	2	1.71753
Essay	34	45	11	20	3	. 3	3	1	2,50081
History, English Language	33	45	13	18	4	2	3	1	2,93412
Formal Grammar	14 .	65	3	28	1.	5	1	3	1,34821
Linguistic Grammar	46	32	17	14	4	2	3	1	.78348
Journalism	51	27	20	11	5	j	4	.0	2.88001
Library Science	38	40	14	17	1	5	0	4	5.65559
Speech Arts	28	49	13	18	3	3	2	2	.84593
Basic Heading Skills	17	61	7	24	2	4	2 2	2	2.02413
Study Reading Skills	15 8	63 71	12	19 27	2	4 4	2	2 2	5.81812 7.43875
Literary Reading Skills Mechanics and Usage	6	72 .	4	30	0	6.	0	4	1,48169
Oral Communication	8	70	5	26	2	4	0	4	3,65712
Written Communication	13	66	3	28	ō	6	ŏ	4	2.56352
Formal Composition	21	56	6	25	2	4	2	2	2,12275
Creative Writing	- 29	50	11	20	4	2	1	3	2.51930
Critical Thinking	29	49	12	19	4	2	1	3	2,37155
Listening	18	60	5	26	2	. 4	· 0	4	2,25891
Discussion Group Technique	19	60	9	22	3	3	1	3	2.04131
OMPETENCE IN PRACTICES,									
ATERIALS, OR DEVICES							_	_ `	
Group Teaching	25	52	13	- 18	3	3	2	2	1.72270
Team Teaching	49	28	19	12	2	4	3	1	2.46956
Teaching Machines	56	21	18	13	4	2 0	3 2	1 2	2.29445 4.93030
Radio and Television	45 - 36	32 40	16 13	15 18	6 4	2	2	2	1.26938
Other Programmed Learning	24	40 54	13	20	2	. 4	1	3	.32229
Newspapers Tries and Excursions	24	54	11	20	2	. 4	2	3	2,04116
Trips and Excursions Parent Conferences	- 15	- 63	5	20	2	3	1	3	3,73111
Evaluation	10	69	5	26	1 .	5	1	3	.66290
Standardized Testing	10	67	5	26	0 ·	6	ō	4	1.77419
Informal Testing	-9	70	6	25	õ	6	1	3	2,62448
Interpreting Data in Files	19	59	7	24	õ	6	ī	3	1.89725
Group Reports	16	62	11	20	1	5	ī	3	2,90119
Socio Dramas; Role Playing	36	42	12	19	6	0	3 ·	1	8.84771* #
Book Reviews	13	65	7	22	1	5	1 .	3	.89231
NOWLEDGE OF MATERIALS,									
OURCES TO MAKE CLASSES						_			
NTERESTING, INFORMATIVE	13	66	5	26	1	5	1	3	.20898
BILITY TO ORGANIZE AND	-		1997 - Barris		~	,	~		5 (1/0)
ONTROL CLASSROOM	2	77	4	27	0	6	0	4	5,61604
BILITY TO DIRECT EXTRA-	. 7			•••	<u> </u>		0		1 01 766
URRICULAR ACTIVITIES	17	62	11	19	2	4	0	4	4.21755
BILITY TO HANDLE CLASSES	9	67	6	25	0	6	1	3	2.44848
Heterogeneous Classes Homogeneous Classes	9 5	71	. 1	25 30	0	6	1	3	3.42050
A. Fast Group	5 6	73	2	28	. 0	6	ō	4	.81671
A. Fast Group B. Slow Group	19	60	8	20	2	4	2	2	1,52609
C. Average Group	.19	75	2	22	ō.	6	1	3	3.15362
Ungraded Classes	27	48	12	16	1	4	2	2	1.33485

Chi-Square values were calculated *Significant Differences **Significant Differences ***Significant Differences

#More Than Twelve College Hours in Library Science ##Twelve or fewer College Hours in Library Science

.05 level .01 level .001 level

TABLE XV (Continued)

COMPLEMENT IN . M. AD N. AD N. AD N. AD N. AD N. AD	TEMS OF RESPONSE	Less 1	'han 6	6 -	12	<u>liech-</u> 13	- 18		lore	
Literature 18 79 19 80 2 15 0 7 2.11405 Esam 42 55 38 60 41 33 0 7 6.94571 Esam 5rolish Language 42 55 38 60 41 33 0 7 6.94571 Esam 5rolish Language 42 55 38 60 41 33 0 7 6.94571 Linguistic Grammar 65 32 54 45 8 9 4 3 4.30842 Linguistic Grammar 65 32 54 45 8 9 4 3 4.30842 Linguistic Grammar 65 32 54 45 8 9 4 3 4.30842 Linguistic Grammar 65 32 57 44 55 0 7 2 4 4.55722 Basic Resding Skills 20 77 16 84 6 11 1 6 5 2.220274 Lineary Resding Skills 20 77 16 84 6 11 1 6 5 4.68693 Study Resding Skills 20 77 16 84 6 11 1 6 5 4.68693 Study Resding Skills 20 77 16 84 6 11 1 6 5 4.68693 Study Resding Skills 20 77 16 84 6 11 1 6 5 4.68693 Study Resding Skills 20 77 16 84 6 11 1 6 7 4.6869 Rescience 39 7 3 7 8 1 5 85 2 15 3 4 4 5.57861 Forsal Composition 23 73 15 85 2 15 3 4 4 5.57861 Forsal Composition 23 73 15 85 2 15 3 4 5.57861 Forsal Composition 23 73 15 85 2 15 3 4 5.57861 Study Resding Skills 20 77 2 4 13 2 5 4.6412 Critical Thinking 21 76 22 77 6 4 13 1 6 7 6.68278 Discussion Grammar 12 85 12 86 1 1 6 2 7 7 5.29414 Stater were apprecised and the second state apprecised appre	CONFIDENCE IN:	NL.	AO	NL	QA	<u>NL</u>	<u>AO</u>	NL	<u>A0</u>	Chi-Squa
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13 84 13 86 2 15 0 7 1.08932 Discussion Group Technique 32 65 21 79 3 14 1 6 4.89079 Discussion Group Technique 33 64 30 68 2 15 4 3 5.52251 Team Teaching 67 30 44 54 3 14 4 3 21.20243* Teaching Machines 73 24 63 35 4 13 2 5 21.39554* Radio and Television 61 35 44 53 7 10 2 5 9.1577* Other Programmed Learning 57 40 42 56 4 12 0 7 15.36538* Parent Conferences 20 77 15 84 3 14 3 4 3.75624 Informal Testing 14 82 18 82 2 15 2 3.75576 Book Reviews 25 71 13 84								-		
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Socio Dramas; Role Playing 43 54 42 56 8 9 0 7 5.45756 Book Reviews 25 71 13 84 1 16 0 7 8.83370* SOURCES OF MATERIALS, SOURCES TO MAKE CLASSES 1 89 3 14 1 6 5.63238 INTERESTING, INFORMATIVE 23 74 11 89 3 14 1 6 5.63238 ABILITY TO ORGANIZE AND 0 7 2.64841 0 7 6.4841 CURRICULASSROOM 3 94 3 97 1 16 0 7 6.4841 ABILITY TO DIRECT EXTRA- 26 71 26 74 2 15 1 6 2.24380 ABILITY TO HANDLE CLASSES 1 84 9 89 0 17 0 7 3.07030 Heterogeneous Classes 11 84 9 89 0 17 0 7 1.88359 A. Fast Group 7 89 5 93 0 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>3.75576</td>										3.75576
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INTERESTING, INFORMATIVE 23 74 11 89 3 14 1 6 5.63238 ABILITY TO ORGANIZE AND AND 3 94 3 97 1 16 0 7 .64841 ABILITY TO DIRECT EXTRA- CURROL CLASSROM 3 94 3 97 1 16 0 7 .64841 ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES 26 71 26 74 2 15 1 6 2.24380 ABILITY TO HANDLE CLASSES Heterogeneous Classes 11 84 9 89 0 17 0 7 3.07030 Homogeneous Classes 6 87 4 92 0 17 0 7 1.88359 A. Fast Group 7 89 5 93 0 17 0 7 1.95102 B. Slow Group 30 66 20 78 0 17 0 7 2.90828 C. Average Group 3 94 6 94 0 17 0										
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CONTROL CLASSROOM 3 94 3 97 1 16 0 7 .64841 ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES 26 71 26 74 2 15 1 6 2.24380 ABILITY TO HANDLE CLASSES 3 97 1 16 0 7 .64841 ABILITY TO HANDLE CLASSES 26 71 26 74 2 15 1 6 2.24380 Heterogeneous Classes 11 84 9 89 0 17 0 7 3.07030 Homogeneous Classes 6 87 4 92 0 17 0 7 1.88359 A. Fast Group 7 89 5 93 0 17 0 6 1.95102 B. Slow Group 30 66 20 78 0 17 0 7 2.20828 Lingraded Classes 37 55 28 67 4 12 4 4.24165 NL - None or Little A0 - Adequate or Outstanding <						5	- 4	-	5	5,00200
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES 26 71 26 74 2 15 1 6 2.24380 ABILITY TO HANDLE CLASSES A 9 89 0 17 0 7 3.07030 Heterogeneous Classes 11 84 9 89 0 17 0 7 3.07030 Homogeneous Classes 6 87 4 92 0 17 0 7 1.88359 A. Fast Group 7 89 5 93 0 17 0 6 1.95102 B. Slow Group 30 66 20 78 0 17 2 5 8.94318* C. Average Group 3 94 6 94 0 17 0 7 2.20828 Ungraded Classes 37 55 28 67 4 12 6 4.24165 NL - None or Little AO - Adequate or Outstanding 4 24165 4.24165 4.24165 4.24165		3	94	з	97	1	16	0	7	.64841
ABILITY TO HANDLE CLASSES Heterogeneous Classes 11 B4 9 89 0 17 0 7 3.07030 Homogeneous Classes 6 87 4 92 0 17 0 7 1.88359 A. Fast Group 7 89 5 93 0 17 0 6 1.95102 B. Slow Group 30 66 20 78 0 17 2 5 8.94318* C. Average Group 3 94 6 94 0 17 0 7 2.20828 Lingraded Classes 37 55 28 67 4 12 1 6 4.24165 NL - None or Little AO - Adequate or Outstanding A. 12 1 6 4.24165	ABILITY TO DIRECT EXTRA-									
Heterogeneous Classes11B4989017073.07030Homogeneous Classes687492017071.88359A. Fast Group789593017061.95102B. Slow Group30662078017258.94318*C. Average Group394694017072.20828Ungraded Classes37552867412164.24165NL - None or LittleAO - Adequate or Outstanding	CURRICULAR ACTIVITIES	26	71	26	74	2	15	1	6	2,24380
Homogeneous Classes 6 87 4 92 0 17 0 7 1.88359 A. Fast Group 7 89 5 93 0 17 0 6 1.95102 B. Slow Group 30 66 20 78 0 17 2 5 8.94318* C. Average Group 3 94 6 94 0 17 0 7 2.20828 Ungraded Classes 37 55 28 67 4 12 1 6 4.24165 NL - None or Little AO - Adequate or Outstanding 5 5 9 67 4 12 1 6 4.24165			_						_	
A. Fast Group 7 89 5 93 0 17 0 6 1.95102 B. Slow Group 30 66 20 78 0 17 2 5 8.94318* C. Average Group 3 94 6 94 0 17 0 7 2.20828 Ungraded Classes 37 55 28 67 4 12 1 6 4.24165 NL - None or Little AO - Adequate or Outstanding AO - 4.24165 - - 4.24165										
B. Slow Group 30 66 20 78 0 17 2 5 8,94318* C. Average Group 3 94 6 94 0 17 0 7 2.20828 Lingraded Classes 37 55 28 67 4 12 1 6 4.24165 NL - None or Little AO - Adequate or Outstanding - - 4.24165 - - 4.24165										
C. Average Group 3 94 6 94 0 17 0 7 2.20828 Ungraded Classes 37 55 28 67 4 12 1 6 .4.24165 NL - None or Little AO - Adequate or Outstanding - - 4.24165										
Ungraded Classes 37 55 28 67 4 12 1 6 4.24165 NL - None or Little AO - Adequate or Outstanding AO										
NL - None or Little AO - Adequate or Outstanding						ă		<u> </u>	<u> </u>	
Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.	NL - None or Little A	0 - Adequat	e or Outst	anding						

TABLE XV (Continued)

NOT T			TABLE XV	(Continued)				
VART I		Th (Drama					<u></u>
TEMS OF RESPONSE		Than 6		- 12 .		9 - 18		ore	Chi~Squar
XONFIDENCE IN:	Nt.	AQ	NL.	AQ	<u>NI</u>	<u>OA</u>	NL	AQ .	talajan ya ina talah shutan 'i Mantal Yari.
WWN ACADEMIC COMPETENCE									
Literature	15	77	4	. 24	0	2	0	3	1.00143
Drama	• 27	63	5	23	1	1	0 .	з	3,25603
Essay.	32	60	13	15	0.	2	2	1	3,52684
History, English Language	35	56	10	18	1	1	1	2	.22001
Formal Grammar	13	79	4	24	0	2	0	2	,65713
Linguistic Grammar	51	41	15	12	1	1	з	Ó	2,39565
Journalism	53	38	20	8	1	1	. 1	2	2.61193
Library Science	46	46	13	15	· 1	1	1	1	.11062
Speech Arts	22	70	6	22	0	2	0	3	1.57966
Basic Reading Skills	20	72	8	20	1	1	1.	2	1.46312
Study Reading Skills	16	76	7	21	1	1	1	2	2.28713
Literary Reading Skills	13 2	79 90	4 0	24 28	0	2 2	0	3 3	·82027
Mechanics and Usage	2	90 85	2	28 26	0	2	ð	.3	.72905
Oral Communication	. 9	83	4	20	ő	2	0	3	.41106
Written Communication	18	73	6	24	ő	2	0	3	1.07167
Formal Composition	33	73 59	6	22	ĩ	1	0	3	1,28769 3,78065
Creative Writing Critical Thinking	24	68	7	22	i	1	ő	3	1.67417
Listening	24 10	82	5	22	i	1	ő	2	3,81390
Discussion Group Technique	22	70	- 10	18	ō	2	ĩ	2	2.33464
DWN TEACHING ABILITY	22	70	10	10	U	. 2	1	2	£100404
Literature	. 2	84	3	25	0	2	0	з	,72076
Drama	25	66	4	24	ĭ	1	ŏ	3	3,71584
Éssay	31	61	. 9	19	ō	2	ĭ	2	1.01554
History, English Language	38	53	9	19	ī	$\overline{1}$	ī	2	.96824
Formal Grammar	6	86	4	24	ō	2	ō	3	2,21104
Linguistic Grammar	50	41	15	13	ī	ī	3	õ	2.48398
Journalism	62	29	18	10	1	1	з	0	1,87605
Library Science	48	43	20	8	1	1	1	1	3,12773
Speech Arts	28	62	6	22	0	2	0 .	3	2,99205
Basic Reading Skills	19	72	9	19	1	1	1	2	2,37269
Study Reading Skills	14	77	7	21	. 1	1	1	2	3,11789
Literary Reading Skills	8	84	5	23	0	2	0	3	2,53808
Mechanics and Usage	1	90	2	26	0	2	0	з.	3.44225
Oral Communication	7	84	2	26	0	2	0	3	.41734
Written Communication	7	85	2	26	0	2	0	3	.41106
Formal Composition	.14	76	4	24 .	0	2	1	2	1.12993
Creative Writing	27	65	8	20	1	1	0	3	1,66601
Critical Thinking	30	61	7	21	1	1	0	3	2.32874
Listening	14	77	6	22	1	1	0	3	2,72338
Discussion Group Technique COMPETENCE IN PRACTICES, WATERIALS, OR DEVICES	.24	68	7	21	O	2	1	2	.79911
Group Teaching	28	63	8	19	0	2	0	з	2.16969
Team Teaching	49	42	11	16	0	2	1	2	3.78984
Teaching Machines	61	29	15	13	1	1	1 .	2	3.23302
Radio and Television	47	42	12	16	1	1	2	1	1.15318
Other Programmed Learning	-39	51	10	18	0	2	1	2	1,98773
Newspapers	31	60	5	23	0	2	1.	2	3.56484
Trips and Excursions	30	59	. 8	20	0	2	2	1	2.79825
Parent Conferences	20	71	6	22	0	2	. 0	3	1,38616
Evaluation	11	81	. 4	24	0	2	0	3	.82051
Standardized Testing	12	79	5	23	0	2	0	3	1,22255
Informal Testing	6	86 73	3	25 20	0 D	2 2	0	3	•96882 2 38087
Interpreting Data in Files	18 21	73 70	8 6	20 22	0	2	0.	3 3	2,38087 1,48438
Group Reports Socio Dramas; Role Playing	40	70 51	10	17	. 1	1	0.	3	2,63595
Book Reviews	13	77	6	20	0	2	õ	3	2,10717
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES		74		00	0			2	1.05501
INTERESTING, INFORMATIVE ABILITY TO ORGANIZE AND CONTROL CLASSROOM	16 3	76 89	5 . 1	23 27	0 0	2 2	0	3 3	.17886
ABILITY TO DIRECT EXTRA-			7		0	2	0	3	2.87914
CURRICULAR ACTIVITIES ABILITY TO HANDLE CLASSES	13	79	3	21			0	3	.71755
Heterogeneous Classes	. 11	79		25	0	2			
Homogeneous Classes	. 8	81	1	25	0	2	0	.3	1.19009
A. Fast Group	7.	84	1 7	26 20	0. 0	2	0	3 2	.90730
B. Slow Group C. Averag Group	25 2	66 90	3	20. 25	0	2 2	1 0	2	.82838 4.29444
V. AVEFAU GROUD	2	90	د ا	20	U	2	0	3	4.29444

NL - None or Little AO - Adequate or Oustanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3. uunt 13 J.

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TABLE XV (CONTINUED)

ITEMS OF RESPONSE	-	Less	Than 6	Histor		Structur 12	e or Eng	11 <u>sh I</u> 13 - 1			Dre	
CONFIDENCE IN:	N	L	AO		NL.	AO	NL		AO	NL.	<u>0A</u>	Chi-Square
WN ACADEMIC COMPETENCE												
Literature	1	4	95		5	35	0		0	0	1	.14914
Drama	· 3	3	71		14	25	0		0	1	0	1.83698
Essay	4	0	70		15	25	0		0	1	0	1.72397
History, English Language	3		76		15	23	0		0	1	0	2,92254
Formal Grammar	1		96		2 .	37	0		0	0	1	1.86501
Linguistic Grammar	6		50		22	17	0		0	1	0	.85315
Journalism	6		43		26	13	<u> </u>		0	1	0.	1,00770
Library Science	, 6		47		24	15	0		0	0	1	1.60529
Speech Arts	· 2		81		15	- 25	0		0	0	1	2.17579
Basic Reading Skills	2		82		11	29	0		0	0	1	.41459
Study Reading Skills	2		89		12 .	28	. 0		0	0	1	2.32559
Literary Reading Skills	. 1		92		6 1	· 34 39	0		0 .	0	1.	.23103 .03326
Mechanics and Usage		3	107		2	39	0		U U	υ	1	
Oral Communication		6 7	104 103		1 .	39	0		ŏ	0	1	.06839 .92905
Written Communication	1		. 92		6	. 34	. 0		ŏ	õ	1	.19033
Formal Composition	. 3		92 74		9.	31	ő		ŏ	ŏ	1	1.89397
Creative Writing	. 3		89		7	33	ŏ.		ŏ	õ	1	.27831
Critical Thinking	. 1		100		5	33	0		õ	õ	i	.62868
Listening Discussion Group Technique	. 2		88		10	29	ŏ		ŏ	ŏ	î	.81893
DWN TEACHING ABILITY	· , 2	2	00		10	<i>.</i> .	v		v	•	-	101070
Literature	1	1	99		6	34	0		0	0	1	.86172
Drama	3		72		13	26	ō		ō	ĩ	ō	1.91594
Essav	4		63		11.	29	0		Ō	ī	Ō	4,42677
History, English Language	3		76		16	23	0		0	1 .	0	3,26735
Formal Grammar		9	101		2	38	0		0	0	1	.51878
Linguistic Grammar	5		55		22	17	.0.		0	0	ī	1.53545
Journalism	6		43		27	12	0		0	o	· 1	2,54207
Library Science	6		47		25	13	Ō.		ō	ī	ō	1.53042
Speech Arts		4	75		18	21	Ō		Ō	ō	1	3,36952
Basic Reading Skills		5	85		13	26	0		0	0	1	2,05378
Study Reading Skills		2	88		14	25	0		0	0	1	4,30724
Literary Reading Skills		4	96		6	34	Ō		0	0	ī	.28554
Mechanics and Usage		5	105		1	38	0		0	0	1	.33629
Oral Communication		0	- 99		3.	37	0		0	0	1	19915
Written Communication		8	102		3	37	0		0	0	1	.96133
Formal Composition	· 1		92		6	33	0		D i	0	1	.18475
Creative Writing		2	78		11	29	0		0	0	1	,43725
Critical Thinking		1	79		15	24	0		0	0	1	1.87622
Listening	1	3	97		5	34	. 0		0	0	1	16467
Discussion Group Technique	2	7	83		10	30	0		0	0	1	.33000
COMPETENCE IN PRACTICES,												
MATERIALS, OR DEVICES												
Group Teaching	. 3	1	79		17	21	0		0	0	1	4.02319
Team Teaching	5	1	59		22	16	0		0	0	1	2.46978
Teaching Machines	6	7	42		23	16	0		0	1	0	.71679
Radio and Television	5	4	- 55		21	18	0		0	1	0	1.18001
Other Programmed Learning	. 4	5	63		17	23	0		0	1	0	1.38260
Newspapers	3	5	. 75		9	30	.0		0	0	1	1.47919
Trips and Excursions	3	6	73		10	28	• 0		.0	0	1	1.04660
Parent Conferences	2	0	90		7	32	0		0	0	1	.22204
Evaluation	1	1	· 99		6	34	0	1997 - S.	0	0	1	.86172
Standardized Testing		9	90		5	35	0		0	0	1	.72118
Informal Testing		2	98		3	37	0		0	0	1	.49206
Interpreting Data in Files		6	94		13	26	0		0	0	1	6.75794* #
Group Reports		27	83		8	31	0		0	0	1	.56812
Socio Dramas; Role Playing		16	63		14	25	0		0.	0	1	1.15333
Book Reviews	1	6	91		6	33	0		0	0	1	.18138
KNOWLEDGE OF MATERIALS,												
SOURCES TO MAKE CLASSES		_				. .			<u>.</u>	~		10557
INTERESTING, INFORMATIVE	1	7	93 -		6	34	0		0	0	1	.18557
ABILITY TO ORGANIZE AND						-			~	-		
CONTROL CLASSROOM		5	105		1	39	0		0	0	1	.36329
ABILITY TO DIRECT EXTRA-										_		0.00000
CURRICULAR ACTIVITIES	. 2	21	89		12	28	0		0	0	1	2.32559
ABILITY TO HANDLE CLASSES												
Heterogeneous Classes		7	101		. З	36	0		0	0	1	.13963
Homogeneous Classes		4	103		1	38	0		0	0	1	.15539
A. Fast Group		7	102		1	38	0		0	0	1	.89851
B. Slow Group	2	27	82		6	33	0		0	0	1	1.75395
C. Average Group	-	5	105		1	39	0		0	0	1	.36329
Ungraded Classes		38	67		12		· 0		0	0		.71134

 Ungraded Classes
 38
 67
 12
 25
 0
 0
 1
 .7113

 NL - None or Little
 AO - Adequate or Outstanding
 AO - Adequate or Outstanding
 Image: Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.
 *Significant Differences
 .05 level
 #More than Twelve College Hours in History, English Language

 **Significant Differences
 .01 level
 #More than Twelve College Hours in History, English Language

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FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF COLLEGE HOURS IN LITERATURE IN GENERAL COURSES

ITEMS OF RESPONSE DNFIDENCE IN: DWN ACADEMIC COMPETENCE Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Study Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique DWN TEACHING ABLITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Criticel Thicking	NL 9 26 20 26 4 30 39 25 13 6 2 2 5 15 16 11 5 8 7 25 18	Than 6 53 36 42 36 58 31 23 37 49 56 60 60 57 47 46 51 56 53	NL 24 57 62 57 17 84 86 67 35 36 29 25 8 12 10 27 46 30 16	- 12 - A2 	NL 2 4 6 6 6 9 8 8 4 4 4 3 1 2 2 3	- 18 	NL 0 0 2 2 2 2 2 2 2 2 0 2 1 0 0 0	AQ 6 6 6 4 4 4 4 4 5 6 6 6	Chi-Squard 1.61307 5.01790 7.81228 .30577 6.52278 4.71949 2.62830 3.85414 6.70627 1.18250 .73144 4.20928
DWN ACADEMIC COMPETENCE Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Literary Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Grative Writing Crative Writing Cratical Thinking Listening Discussion Group Technique DNN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Study Reading Skills Study Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition	9 26 20 4 30 39 25 13 6 2 5 15 16 11 5 8 7 25 18	53 36 42 36 58 31 23 23 37 49 56 60 60 57 47 46 51 56	24 57 62 57 17 84 86 67 35 36 29 25 8 12 10 27 46 30 16	109 75 72 75 116 50 47 65 99 98 105 109 126 122 123 107 88	2 4 6 0 8 9 8 4 4 3 1 2 2	11 9 7 7 13 5 4 5 9 9 9 9 9 9 10 12	0 0 2 2 2 2 2 2 0 2 1 0	6 6 4 4 4 4 4 5 6	5.01790 7.81228 .30577 6.52278 4.71949 2.62830 3.85414 6.70627 1.18250 .73144 4.20928
Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique DNN TEACHING ABLLITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	26 20 4 30 39 25 13 6 2 5 5 15 6 2 5 15 16 11 5 8 7 25 18	36 42 36 58 31 23 37 49 56 60 60 57 47 46 51 56	57 62 57 17 84 86 67 35 36 29 25 8 12 10 27 46 30 16	75 72 75 116 50 47 65 99 98 105 109 126 122 123 107 88	4 6 0 8 9 8 4 4 3 1 2 2	9 7 7 3 5 4 5 9 9 9 9 10 12	0 2 2 2 2 2 2 2 0 2 1 0	6 4 4 4 4 5 6	5.01790 7.81228 .30577 6.52278 4.71949 2.62830 3.85414 6.70627 1.18250 .73144 4.20928
Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Crutical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Literary Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Commounication Formal Composition Creative Writing	26 20 4 30 39 25 13 6 2 5 5 15 6 2 5 15 16 11 5 8 7 25 18	36 42 36 58 31 23 37 49 56 60 60 57 47 46 51 56	57 62 57 17 84 86 67 35 36 29 25 8 12 10 27 46 30 16	75 72 75 116 50 47 65 99 98 105 109 126 122 123 107 88	4 6 0 8 9 8 4 4 3 1 2 2	9 7 7 3 5 4 5 9 9 9 9 10 12	0 2 2 2 2 2 2 2 0 2 1 0	6 4 4 4 4 5 6	5.01790 7.81228 .30577 6.52278 4.71949 2.62830 3.85414 6.70627 1.18250 .73144 4.20928
Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique DMN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Communication Formal Communication Formal Communication	20 26 4 30 39 25 13 6 2 5 15 16 11 5 8 7 25 18	42 36 58 31 23 27 49 49 56 60 60 57 47 46 51 56	62 57 17 84 86 67 35 36 29 25 8 12 10 27 46 30 16	72 75 116 50 47 65 99 98 105 109 126 122 123 107 88	6 6 0 8 9 8 4 4 4 3 1 2 2	7 7 13 5 4 5 9 9 9 9 10 12	0 2 2 2 2 2 2 0 2 1 0	6 4 4 4 4 6 4 5 6	7.81228 .30577 6.52278 4.71949 2.62830 3.85414 6.70627 1.18250 .73144 4.20928
History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABLITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	26 4 30 39 39 25 13 6 2 2 5 15 16 11 5 8 7 25 18	36 58 31 23 23 37 49 49 56 60 56 60 57 47 46 51 56	57 17 84 86 67 35 36 29 25 8 12 10 27 46 30 16	75 116 50 47 65 99 98 105 109 126 122 123 107 88	6 0 8 9 8 4 4 3 1 2 2	7 13 5 4 5 9 9 9 10 12	2 2 2 2 2 0 2 1 0	4 4 4 4 6 4 5 6	.30577 6.52278 4.71949 2.62830 3.85414 6.70627 1.18250 .73144 4.20928
Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing	4 30 39 25 13 6 2 5 15 16 11 5 8 7 25 18	58 31 23 37 49 56 60 57 47 46 51 56	17 84 86 67 35 36 29 25 8 12 10 27 46 30 16	116 50 47 65 99 98 105 109 126 122 123 107 88	0 8 9 8 4 4 3 1 2 2	13 5 4 5 9 9 9 10 12	2 2 2 0 2 1 0	4 4 4 6 4 5 6	6.52278 4.71949 2.62830 3.85414 6.70627 1.18250 .73144 4.20928
Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing Critical Thinking Listering Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Communication Formal Communication Formal Composition Creative Writing	30 39 25 13 13 6 2 2 5 5 15 16 11 5 8 7 25 18	31 23 37 49 56 60 57 47 46 51 56	84 86 67 35 36 29 25 8 12 10 27 46 30 16	50 47 65 99 98 105 109 126 122 123 107 88	8 9 8 4 4 3 1 2 2	5 4 5 9 9 9 10 12	2 2 0 2 1 0	4 4 6 4 5 6	4.71949 2.62830 3.85414 6.70627 1.18250 .73144 4.20928
Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Study Reading Skills Mechanics and Usage Oral Communication Formal Composition Formal Composition Formal Composition	39 39 25 13 13 6 2 2 5 15 16 11 5 8 7 25 18	23 23 37 49 56 60 57 47 46 51 56	86 67 35 36 29 25 8 12 10 27 46 30 16	47 65 99 98 105 109 126 122 123 107 88	9 8 4 4 3 1 2 2	4 5 9 9 9 10 12	2 0 2 1 0	4 6 4 5 6	2.62830 3.85414 6.70627 1.18250 .73144 4.23928
Library Science Speech Arts Basic Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	39 25 13 6 2 2 5 15 16 11 5 8 7 25 18	23 37 49 56 60 57 47 46 51 56	67 35 36 29 25 8 12 10 27 46 30 16	65 99 98 105 109 126 122 123 107 88	8 4 4 3 1 2 2	5 9 9 9 10 12	2 0 2 1 0	4 6 4 5 6	3.85414 6.70627 1.18250 .73144 4.20928
Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Journalism Basic Reading Skills Study Reading Skills Literary Reading Skills Study Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Communication Formal Communication Formal Composition Creative Writing	25 13 6 2 2 5 15 16 11 5 8 7 7 25 18	37 49 56 60 57 47 46 51 56	35 36 29 25 8 12 10 27 46 30 16	99 98 105 109 126 122 123 107 88	4 4 3 1 2 2	9 9 10 12	0 2 1 0	6 4 5 6	6.70627 1.18250 .73144 4.20928
Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Study Reading Skills Mechanics and Usage Oral Communication Formal Communication Formal Communication Formal Communication	13 6 2 5 15 16 11 5 8 7 25 18	49 49 56 60 57 47 46 51 56	36 29 25 8 12 10 27 46 30 16	98 105 109 126 122 123 107 88	4 3 1 2 2	9 9 10 12	2 1 0	4 5 6	1.18250 .73144 4.20928
Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABLITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Formal Composition	13 6 2 5 15 16 11 5 8 7 25 18	49 56 60 57 47 46 51 56	29 25 8 12 10 27 46 30 16	105 109 126 122 123 107 88	4 3 1 2 2	9 10 12	1 0	5 6	.73144 4.20928
Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing Critical Thinking Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Study Reading Skills Mechanics and Usage Oral Communication Formal Commounication Formal Composition Creative Writing	6 2 5 15 16 11 5 8 7 25 18	56 60 57 47 46 51 56	25 8 12 10 27 46 30 16	109 126 122 123 107 88	3 1 2 2	10 12	0	6	.73144 4.20928
Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Journalism Basic Reading Skills Study Keading Skills Study Keading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	6 2 5 15 16 11 5 8 7 25 18	56 60 57 47 46 51 56	25 8 12 10 27 46 30 16	109 126 122 123 107 88	3 1 2 2	10 12	0	6	4.20928
Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing Crutical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Disclasge Oral Communication Formal Commonication Formal Commonication Formal Commonication Formal Commonication	2 2 5 15 16 11 5 8 7 25 18	60 57 47 46 51 56	8 12 10 27 46 30 16	126 122 123 107 88	1 2 2	12			
Oral Communication Written Compusition Formal Composition Creative Writing Critical Thinking Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	2 5 15 16 11 5 8 7 25 18	60 57 47 46 51 56	12 10 27 46 30 16	122 123 107 88	2		•		1.15893
Written Communication Formal Composition Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Journalism Journalism Basic Reading Skills Study Keading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	5 15 16 11 5 8 7 25 18	57 47 46 51 56	10 27 46 30 16	123 107 88	2		0	6	3.71858
Formal Composition Creative Writing Crutical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Study Reading Skills Mechanics and Usage Oral Communication Formal Commonication Formal Composition Creative Writing	15 16 11 5 8 7 25 18	47 46 51 56	27 46 30 16	107 88		11	ŏ	6	1,53606
Creative Writing Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	16 11 5 8 7 25 18	46 51 56	46 30 16	88			õ		
Critical Thinking Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Keading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	11 5 8 7 25 18	51 56	30 16			10		5	1.80065
Listening Discussion Group Technique WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Formal Composition Creative Writing	5 8 7 25 18	56	16	104	. 3	10	1	5	2.43762
Discussion Group Technique NN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Literary Reading Skills Mechanics and Usage Dral Communication Formal Composition Creative Writing	8 7 25 18				4	9	2	4	1.70386
WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Keading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	7 25 18	53		115	4	9	1	5	5.16183
WN TEACHING ABILITY Literature Drama Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Keading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	25 18		41	92	.4	9	2	4	7,22477
Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Formal Composition Creative Writing	25 18								
Drama Essay History, English Language Formal Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Creative Writing	18	55	19	115	2	11	0	6	1,28481
Essay History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Communication Formal Composition Creative Writing	18	37	46	87	4	9	1	5	1.73438
History, English Language Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Communication Formal Composition Creative Writing		44	57	77	5	8	2	4	3,33738
Formal Grammar Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Formal Composition Creative Writing	26	36	52	81	6	7	2	4	. 45430
Linguistic Grammar Journalism Library Science Speech Arts Basic Reading Skills Study Keading Skills Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing	5	57	11	123	2	11	ī	5	12,5989
Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Communication Formal Composition Creative Writing	25	37	76	57	8	5	3	3	5.27339
Library Science Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Formal Composition Formal Composition Creative Writing	33	29	95	38	9	. 4	3	3	6,91202
Speech Arts Basic Reading Skills Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing									
Basic Reading Skills Study Keading Skills Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing	35	27	72	60	9	4	3	3	1.12750
Study Reading Skills Literary Reading Skills Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing	22	40	44	88	6	. 7	0	6	4.04138
Literary Reading Skills Mechanics and Usage Dral Communication Written Communication Formal Composition Creative Writing	13	49	38	95	3	10	2	4	1.48918
Literary Reading Skills Mechanics and Usage Dral Communication Written Communication Formal Composition Creative Writing	13	49	31	101	3	10	1	5	·27600
Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing	5	57	23	111	3	10	0	6	4.64784
Oral Communication Written Communication Formal Composition Creative Writing	2	60	10	123	1	12	0	6	1.81570
Written Communication Formal Composition Creative Writing	4	58	16	117	1	12	0	6	2,24914
Formal Composition Creative Writing	4	58	17	117	2	11	Ó	6	2,74260
Creative Writing	10	52	29	103	4	9	Ō	6	3,31506
	24	38	43	91	5	ś	õ	6	4.04189
			43 39	91	7	6	2	4	3,33825
Critical Thinking	19	43							
Listening	6	56	22	111	3	10	1	5	2.30922
Discussion Group Technique	13	49	39	95	5	8	0	6	4.55783
COMPETENCE IN PRACTICES,								•	
WATERIALS, OR DEVICES									
Group Teaching	13	. 48	48	. 84	4.	9	4	2	7,58370
Team Teaching	28	33	75	57	7	6	4	2	2.41417
Teaching Machines	39	23	81	51	9	4	3	3	.69910
Radio and Television	36	26	70	61	7	6	3	3	.42513
Other Programmed Learning	31	31	60	71	7	6	2	4	.99118
	- 15	47	35	97	5	8	1	5	1.42461
Newspapers Taise and Euclidean	16	45	42	91	5	8	3	3	1.99330
Trips and Excursions			27		. 3	10	õ	6	2.49939
Parent Conferences	9	. 53		106					
Evaluation	7	55	16	118	3	10	0	6	2.34127
Standardized Testing	14	48	22	111	2	11	1	5	1.12239
Informal Testing	10	52	13	121	2	11	0	6	2.67436
Interpreting Data in Files	11	51	32 -	101	2	. 11	2	4	1.76666
Group Reports	15	47	31	102	4	9	0	6	2.25138
Socio Dramas; Role Playing	25	37	62	70	3	10	0	6	7,64754
Book Reviews	· 11	48	23	108	3	10	0	6	1.58610
NOWLEDGE OF MATERIALS,	••		20		-		-	-	
OURCES TO MAKE CLASSES	7		22	111	1	12	1	5	1.72777
NTERESTING, INFORMATIVE	1	55	23	111	1	12	1	J	1.2///
BILITY TO ORGANIZE AND				1.00		10		c	3 7005E
CONTROL CLASSROOM	1	61	6	128	1	12	1	5	3,78055
BILITY TO DIRECT EXTRA-									
URRICULAR ACTIVITIES	7	55	44	87	1	12	2	. 4	13.06105 **
BILITY TO HANDLE CLASSES									
Heteroceneous Classes		58	17	115	1 .	12	0	6	5.09601
	· o	57	5	122	î	12	õ	6	.73166
Homogeneous Classes	2				3	10	ĭ	5	9.63676*
A. Fast Group	3		6	125	2	10	0		
B. Slow Group	3 2	59	40					6	3.74162
C. Average Group	3	43 59	7	92 127	1	12	0	6	.51426

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 Ungraded Classes
 16
 40
 53
 75
 4
 9
 1
 4
 3.612

 NL
 - None or Little
 AO - Adequate or Outstanding
 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.
 *Significant Differences
 .05 levei
 #More than Twelve College Hours in Survey Courses in Literature

 **Significant Differences
 .01 level
 ##Twelve or Fewer College Hours in Survey Courses in Literature

differences among the respondents with respect to their confidence in their own teaching ability, as indicated in the table by the starred items.

With respect to the two items for which significant differences are shown, respondents who have had more than twelve college hours in survey courses in literature show the higher confidence with respect to one item (#); respondents who have had twelve or fewer college hours in survey courses in literature show the higher confidence with respect to one item (##).

The number of college hours in survey courses in literature seems to have little or no relationship to the respondents' feelings of competence or confidence.

Table XVII

Data in Table XVII are in terms of number of college hours in literature in special areas such as special periods or single authors. One significant difference exists among the respondents with respect to their feelings of academic competency; one significant difference exists with respect to the respondents' feelings of confidence in their own teaching ability. Significant differences are shown in the table by asterisks.

With respect to the two items for which significant differences are shown, respondents who have had more than twelve college hours in special areas of literature show the highest confidence with respect to both items (#).

When significant differences exist, the respondents who have had more than twelve college hours in special areas of literature indicate more confidence than respondents who have had twelve or fewer college hours in special areas.

TABLE XVII

. 1

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF COLLEGE HOURS IN LITERATURE IN SPECIAL AREAS, SPECIAL PERIODS OR SINGLE AUTHORS

TEMS OF RESPONSE	· · .	Less T	han 6	6 -	Special A		- 18	М	оге	
NEIDENCE IN:		NL.	CA	NL	AO	NL	AO	NI		Chi-Squar
IN ACADEMIC COMPETENCE										
iterature		11	48	14	94	3	15	2	19	1,50460
Drama	· .	23	36	39	69	10	8	6	15	3,33782
ssay		. 24	35	46	63	7	11	6	15	1.38168
listory, English Language	•	23	36	33	75.	14	4	9	12	14.80099 **
ormal Grammar		2	57	12	97	2.	16	1.	19	3.41029
inguistic Grammar	· ·	35.	24	57	51	12	.6	13	8	1.80212
Journalism		35	24	. 71 .	38	11	7	13	.8	.58964
ibrary Science		34 18	25 41	60 35	49 74	12 6	6	. 7	13	4.38253
Speech Arts		13	41	31	74	4	12	6 7	· 15 14	,15651
Basic Reading Skills Study Reading Skills		10	40	23	86	4	14	7	14	1.48442 2.49549
iterary Reading Skills		8	49 51	16	93	4	14	2	14	1,33072
Mechanics and Usage		õ	59	5.	104	ī	17	ō	21	3,94382
Dral Communication		2	57	8	101	ī,	17	õ	-21	2,50350
Written Communication		3	. 56	7	102	· 1	17	2	19	.53842
formal Composition		.15	44	20	89	2	16	2	19	3,56054
Creative Writing		17	42	36	73	6	.12	5	16	.89541
Critical Thinking		11	48	26	83	3	15	3	18	1.51227
istening		5	54	13	94	2	15	3	18	.73871
Discussion Group Technique		14	45	29	79	3	15.	5	16	، 93049
IN TEACHING ABILITY		-		. :	~~					فنحمر جا
.iterature		9 20	50 39	14	95 73	1	17	1	20	2,40046
Drama		20	39.	36 48	61	8	. 10	6	15 15	1.19705 2.36445
issay History, English Language		21	38	48	76	15	3	6 5	15 16	2.36445 20.38910***
formal Grammar		22 4 ·	55		101	15	17	2	19	.25914
inquistic Grammar		30	.29	53	56	10	8	10	11	.36453
Journalism		40	19	73	36	12	6	12	9	.86769
ibrary Science		32	27	61	48	12	6	14	6	2,25779
peech Arts		18 -	40	40	69	6	12 ·	7	14	•56477
Basic Reading Skills		12	47	32	77	4	14	7	14	2.27504
Study Reading Skills		11	48	23	-86	5	13	9	12	5.72473
iterary Reading Skills		7	52	13	96	3	15	4	17	1.06798
lechanics and Usage		4.	55	5	104	0	18	1	20	1.41535
Dral Communication		2.	57	. 14	94	0	18	1	20	6.96460
Vritten Communication		3.	56	11	98	0	18	2	19	3.03413
ormal Composition		12	47 38	17 40	91 69	2	16 13	· 3 7	18	1,13017
Creative Writing		21 23	36	33	76	5	13	9	14 12	.57705 2,37461
Critical Thinking		23 7	52	11	98	4	13	5	12	4.39269
Listening Discussion Group Technique		16	43	26	83	. 3	14	7	14	1.65521
MPETENCE IN PRACTICES,		10	40	20	00			•	•	
ATERIALS, OR DEVICES										
Group Teaching		18 .	41	35	73	6	12	8	13	.41226
Team Teaching		36	23	51	57	6	12	. 12	9 .	5,55073
Teaching Machines		40	19	63	45	12	6	15	6	2.33696
ladio and Television		35	24	54	54	9	8	13	8 .	1.90348
Other Programmed Learning		28	30	47	61	7	10	11	10	.87942
lewspapers		14	45	30	78	4	14	3	18	1,86070
Trips and Excursions		18	41 50	31	77	6	11 16	6 5	14 16	.32024
Parent Conferences	•	9 9	50	19 13	· 90 96	1	10	3	18	1,27857 1,29081
Evaluation Standardized Testing		9 4	55	20	90 88	2	16	5	16	5.65192
Informal Testing		4	55	12	97	1	10	3	18	1.65034
Interpreting Data in Files		8	51	. 26 .	. 83	4	14	. 4	17	2,56992
Group Reports		12	47	23	86	4	14	6	15	.67274
Socio Dramas; Role Playing		24	35	50	57	7	11	5	16	3.94974
Book Reviews		6	52	24	82	1	16	З	18	5.85253
IOWLEDGE OF MATERIALS,										
URCES TO MAKE CLASSES										
TERESTING, INFORMATIVE		10	49	13	96	5	13	3	18	3,30102
ILITY TO ORGANIZE AND						-			<u> </u>	0.0.007
NTROL CLASSROOM		1	58	4	105	2	16	1	20	3.34826
ILITY TO DIRECT EXTRA-		10		~ .						E 01570
RRICULAR ACTIVITIES		10	49	34	75	7	11	4	16	5.81573
ILITY TO HANDLE CLASSES		,	50		0.0	~	14	0	10	5,93562
leterogeneous Classes		1	58 54	14	93 100	22	16 15	2 1	18 19	5.93562 1.91817
lomogeneous Classes		3 4	54 55 ·	4 6	100	2	15	1	20	.87520
A. Fast Group B. Slow Group		4 16	55 43	22	84	7	10	4	20 17	.87520 3.39470
C. Average Group		10	58	6	103	í	17	4	20	1,42095
Ingraded Classes		20	36	40	64	4	12	6	14	1.42632
	- Adem		Outstandi						47	
i∽Square values were calc	ulated	at the	.05 signi	ficance le	vel. The	degree o	f freedom	is 3.		
								cial Areas		

Part A - Certificate Upon Which Current Assignment is Based

Data in Table XVIII are in terms of certificate upon which the current assignment of the respondent is based. Six significant differences exist with respect to respondents' feelings of academic competence; nine significant differences exist with respect to the respondents' confidence in their own teaching competency. These significant differences are shown in the table by asterisks.

With respect to the fifteen items for which significant differences are shown, teachers who are currently teaching on secondary certificates show the highest confidence with respect to twelve items (#). With respect to three items, teachers holding elementary certificates are more confident (##).

With respect to the fifteen items for which significant differences are shown, teachers who are currently teaching on standard secondary certificates show the highest confidence with respect to seven items (-); teachers who are currently teaching on provisional secondary certificates show the highest confidence with respect to five items (--); teachers who are currently teaching on an elementary or secondary provisional certificate show highest confidence with respect to two items (---); teachers who are currently teaching on an elementary provisional or a secondary temporary certificate show the highest confidence with respect to one item (----).

Teachers whose current assignment is based upon a secondary certificate tend to feel more confident than teachers whose current assignment is based on an elementary certificate. In no instance do teachers with elementary certificates indicate greater confidence than those teachers with secondary certificates.

Part B - Secondary Subject Field or Fields in Which Respondent is Certified

Data shown in Part B of Table XVIII are in terms of secondary subject field or fields in which the respondent is certified. Nine significant differences exist with respect to the respondents' feelings of academic competence; nine significant differences exist with respect to the respondents' feelings of confidence in their teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the eighteen items for which significant differences are shown, respondents whose certification is in subject fields other than English show the highest confidence with respect to fifteen items (##); respondents whose certification is in English show the highest confidence with respect to three items (#).

In general, respondents whose certification is in subject fields other than English feel more confident than do respondents whose certification is in English.

Summary - Table XVIII

Teachers with secondary standard and provisional certificates indicate greater confidence than those with elementary or secondary temporary certificates and those with elementary provisional or standard certificates. Teachers who are certified in subjects other than English tend to feel more confident than those certified in English.

TABLE XVIII

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF CERTIFICATE UPON WHICH CURRENT ASSIGNMENT IS BASED

ITEMS OF RESPONSE	Ten		Elem Pro	intary		an.	Tem	-	Sec Prov	ondary	Star		
		up∙		•		411.		•	• •		· · · .	·	Chi-Square
ONFIDENCE IN:	NL.	AO	NL.	.AQ	NI	AO	NI	AO	NI	AO	NI.	AQ	
WN ACADEMIC COMPETENCE		~		· ,			. ,	-	· .				00/70***
Literature Drama	0	0	0 2	2,	12 14	. 9	6 8	5	4 16	37 25	27 69	167 124	35.92673*** # 15.46518** ##
Essay	ŏ	ŏ	2	Õ;	10	- 11	8	3	17	24	79	116	7.33308
History, English Language	0	0 .	. 2	0	8	13	7	4	13	27	85	109	6,62282
Formal Grammar	. 0	Ó	ō	2	5	16	3	8	6	35	19	174	6,42517
Linguistic Grammar	0	0	¹ 1	1	15	6	8	3	21	20	114	80	3,29676
Journalism	0	0	1	1	14	. 7	11	0	33	8	112	82	14.47177** ##
Library Science	0	0	1	1 .	11	10	4	7	28	13	102	90	4.80490
Speech Arts	0 -	0	2	0	7	14	з	8.	18	23	55	1:40	8.37951
Basic Reading Skills	0.	.0	<i>:</i> 0	2	6	15 -	з	8	11	30	45	150	1.20444
Study Reading Skills	0	0	0	2	6	15	4	7	5	35	41	154	4.77089
Literary Reading Skills	0	0	C	2	3	18	5	6	5	36	31	164	7.83608
Mechanics and Usage	0	. 0	. 0	2	2	19	2	9	2	39	. 9	186	4.45451
Oral Communication	0	. 0	.0	2	2	.19	0 4	11 [.] 7	. 5 2	36	12	183	3,08257
Written Communication	0	. 0	0		2	19 13	4	4	. 2 .	39	15	179 164	11.96851* #
Formal Composition	· ŏ	- 0	1	1 1	8	10 -	. 5	- 6	9 15	31 26	31 55	164 140	20,00347***.#
Creative Writing Critical Thinking	õ	0	2	0 0	. 8	13	. 3	7	- 4	37	39	156	6.87709 15.96627** #
Listening	ŏ	ő	0	2		17	1	10	3	37	23	170	1.23306
Discussion Group Technique	ŏ	õ	1	1	8	12	. 3	8	9	32	23 44	150	3,85518
DWN TEACHING ABILITY	· Č.	U	1	÷ .	0	**		5	7	52	~ ~	100	0,00010
Literature	0	0	. 0 .	2	- 11	9	5	6	5	36	21	174	35.18928*** #
Drama	Ō	Ō	ĩ	ō.	12	. 9	6	5.	16	25	63	131	8,60816
Essay	0	С	2	0	11	10	6	5	15	26	76	119	5,50119
History, English Language	0 '	0	2	0	11	10	8	3	10	31	80	114	13.22710* #
Formal Grammar	0.	0	Q .	2	6	15	2	9	· 4	37	17	178	8,71381
Linguistic Grammar	0	. O	. 2	0	15	6 '	7	4	22	- 19	97	97.	5.84382
Journalism	0	0	1	1	13	. 8	11.	0	35	6	120	74	14.48292** #
Library Science	0	0	1	1	11	10	7.	4	27	14	107	. 86 -	1.92333
Speech Arts	· 0 .	0	. 1	1	11	10	5	6	22	19	59	- 134	10,95017* #
Basic Reading Skills	0	0	1	1	4	17	3	8	9	32	49	145	1.28906
Study Reading Skills	0	ò	0	2	5	16	3	8	5	36	44	149	3,14341
Literary Reading Skills	0	0	0	2	. 4	17	4	7	6	35	23	172	6.23171
Mechanics and Usage	0	0	·)	2	3	18	1	10	3	. 38	.9	185	3.66176
Oral Communication	0	0	0	2	. 3	18	1	10	5.	36	17	177	1.21307
Written Communication	0	0	0	2	. 4	17	2	9	5	36	18	177	2,94166
Formal Composition	0	0	ļ	1	. 7	14	6.	5 7	· 9 14	32	31 63	162 132	13.55151***#
Creative Writing	0	. 0	1	1	8 10	13	4	5	14 10	27 31	58	132	.61424 10.66443*#
Critical Thinking	0	. 0	0 -	2	5	11 16	6 2	. 9	4	37	28	136	2,67274
Listening Discussion Group Technique	ŏ	ő	. 1	1	8	13	· 4	. 9	. 12	29	20 46	149	3.58732
COMPETENCE IN PRACTICES,	0	U	· 1	1	.0	15	4	•	. 14	27	-0	147	0.00102
MATERIALS, OR DEVICES													
Group Teaching	0	0	0	2	5	15	5	6	19	22	58	135	6.41574
Team Teaching	õ	ō	2	ō	15	5	7	4	25	16	92	101	9.40345
Teaching Machines	0	0	2	0	14	7	8	3	28	13	117	76	2,70464
Radio and Televisich	0	0	2	0	13	. 6	7	3	27	14	96	97	8,01895
Other Programmed Learning	0	0	1	1	11	10	5	5	21	20	88	104	.67035
Newspapers	.0	Ĵ	2	0	4	-17	.3	8	17	24	45	148	11.86913* #
Trips and Excursions	0	0	1	1	4	16	3	7	15	26	60	132	2,05281
Parent Conferences	. 0	0	0	2	2	19	3	8	5	36	36	158	3,05199
Evaluation	0	0	1	1	2	19	2	9	6	35	22	172	3,51844
Standardized Testing	0	0	0	2	5	16	2	9	8	33	29	165	1.85005
Informal Testing	0	0	1	1	2	19	1	10	6	35	18	177	4,48921
Interpreting Data in Files	0	0	0	2	3	18	5	6.	5	36	43	151 148	7,18265
Group Reports	0	0	0	2 0	4 8	17	3 7	8 4	10 19 .	31 · 22	46 80	148	.95723
Socio Dramas; Role Playing	· 0	Ő		0	3	13 17		8		31	30	160	5,12735 11,54054* #
Book Reviews	Ū.	0	2	U	3	17	3	0	10	51	3.7	100	11.04004" //
NOWLEDGE OF MATERIALS,													
SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE	. 0	0	0	2.	6	15	1	10	5	36	30	165	3.78356
ABILITY TO ORGANIZE AND	0	0	5	- .	0	1.5	-			50			
CONTROL CLASSROOM	. 0	0	0	2	1	20	1	10	0	41	8	187	2.70186
ABILITY TO DIRECT EXTRA-	-	·	-	-	•		-		-		_	-	
CURRICULAR ACTIVITIES	0	0	2	0	9	12	5	6	14	27	36	158	18.34928** #
BILITY TO HANDLE CLASSES	Ũ	Ŷ	-	-	-			-					
Heterogeneous Classes	0	0	0	2	2	19	1	10	6	34	16	175	1,91022
Homogeneous Classes	0	0	0	1	1	19	0.	· 9	1	39	10	178	1.09982
A. Fast Group	0	0	0	2	2	19	1	.9	2	39	12	179	.85612
B. Slow Group	0	0	• 0 •	2	4	. 17	3.	7	13	28	47	145	2.19238
C. Average Group	0	0	0	2	0	21	2	9	0	41	.9	186	8.46634
Ungraded Classes	0	0			9	12	4	7	18	22	56	126	3.95617
L - None or Little AO -			or Out								,		
Chi-Square values were calcu	lated				ificand								
*Significant Differences			level			#Currer	nt Assi	gnment	, Seco	ndary C	ertifica	ate -	. A. C
**Significant Differences		.01	level		4	WCurrer	ιτ Assi	gnment	 Seco 	ndary o	r Fiewer	ncary Ce	rtificate

TABLE XVIII (CONTINUED)

ITEMS OF RESPONSE			English		Subject Field	Others	•
CONFIDENCE IN:		NL.		AO		ΔΟ	Chi-S
OWN ACADEMIC COMPETENCE						•	
Literature		9		16	. 28	19	4 9,65011
Drama		15		10	79		2 5,59552
Essay		15		10	90		
History, English Language		13		12	93		
Formal Grammar Linguistic Grammar		4 17		21 8	24		
Journalism		22		3	135		
Library Science		18		7	117		
Speech Arts		11		14	66		7 2,17846
Basic Reading Skills		5		20	54		
Study Reading Skills		6 10		19 15	44 31		
Literary Reading Skills Mechanics and Usage		2		23	11		
Oral Communication	. *	5		20	. 12		
Written Communication		5		20	. 16		6 4,72707
Formal Composition		13		12	35		
Creative Writing		11 9		14	65 39		
Critical Thinking Listening		9 5		16 20	22		
Discussion Group Technique		10		15	46		
OWN TEACHING ABILITY						-	
Literature		8.		17	23		
Drama		13		12	. 73		
Essay History, English Language		12 13	•	13 12	86 86		
Formal Grammar		4		21	19		
Linguistic Grammar		17		8	110		
Journalism		23		2	144		
Library Science		18		7	124		
Speech Arts Basic Reading Skills		12 4		13 21	75 51		
Study Reading Skills		4		21	48		
Literary Reading Skills		5		20	28		
Mechanics and Usage		2		23	11		
Oral Communication		7		18	16		
Written Communication		8		17	17		
Formal Composition Creative Writing		14		11 12	- 69		
Critical Thinking		12		13	6		
Listening		5		20	29	9 19	
Discussion Group Technique		7		18	- 55	i 16	.13345
COMPETENCE IN PRACTICES,				•			
MATERIALS, OR DEVICES		. 8		17	74	14	.02226
Group Teaching Team Teaching		14		11	111		
Teaching Machines		14		11	140) 8	.51801
Radio and Television		17		8	114		
Other Programmed Learning		14		10	100		
Newspapers Trips and Excursions		10 7		15 18	50		
Trips and Excursions Parent Conferences		2		18 23	4		
Evaluation		2		23	29	9 19	.52480
Standardized Testing		5		20	34		
Informal Testing		3		22	22		
Interpreting Data in Files		5		20 16	4		
Group Reports Socio Dramas; Role Playing		9 17 -		16 8	50		
Book Reviews		13		11	3		
KNOWLEDGE OF MATERIALS,							
SOURCES TO MAKE CLASSES					-		
INTERESTING, INFORMATIVE		4		21	3:	2 19	.04933
ABILITY TO ORGANIZE AND		1		24	\$	3 21	.5 .01094
CONTROL CLASSROOM ABILITY TO DIRECT EXTRA-		T		24		- 21	.01074
CURRICULAR ACTIVITIES		8		17	48	3 - 17	1.38047
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes		3		21	. 20		
Homogeneous Classes		1		23	10		
A. Fast Group B. Slow Group		2 8		22 16	1:		
B. Slow Group C. Average Group	•	. 1		24	14		
Ungraded Classes			<u> </u>	15	6		
NL - None or Little AO -	Adequate	or Out	standing				
Chi-Square values were calcu		the .05 5 level	signific	ance lev	ei. The degre	e of freedom is l Lon is in English	. •

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Table XIX

Part A - Elementary

Data in Table XIX are in terms of total years of teaching experience, including the current year of the study. Part A is related to total years teaching in elementary school. Two significant differences exist among the respondents with respect to their feelings of academic competence; two significant differences exist among the respondents with respect to their confidence in own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the four items for which significant differences are shown, respondents who have taught more than ten years in elementary school show the highest confidence with respect to three items (##); respondents who have taught ten years or less in elementary school show the highest confidence with respect to one item (#).

In general, when significant differences exist, respondents who have taught more than ten years in elementary school feel more confident than do teachers who have taught fewer than ten years in elementary schools.

Part B - Junior High School

Data in Part B of Table XIX are in terms of total years of teaching experience in junior high school, including the current year. One significant difference exists with respect to the respondents' feelings of academic competence; four significant differences exist with respect to the respondents' feelings of confidence in teaching competency. These significant differences are indicated in the table by asterisks.

With respect to the five items, respondents who have taught in junior

high school more than ten years show the highest confidence with respect to three items (##). Respondents who have taught in junior high school ten years or less show the highest confidence with respect to two items (#).

When significant differences exist, respondents who have taught more than ten years in junior high school seem to feel more confident than respondents who have taught fewer than ten years in junior high school.

Part C - Senior High School

Data in Part C of Table XIX are in terms of total years of teaching experience in senior high school, including the current year. A study of the data given in the table reveals that no significant differences exists among the respondents with respect to their feelings of academic competence. Three significant differences exist with respect to the respondents' feelings of confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the three items, respondents who have taught in senior high school ten years or less show the highest confidence with respect to two items (##); respondents who have taught in senior high school more than ten years show the highest confidence with respect to one item (#).

In general, when significant differences exist, respondents who have taught in senior high school ten years or less feel more confident than respondents who have taught more than ten years in senior high school.

Summary - Table XIX

Teachers who have taught more than ten years in elementary school or junior high school, and teachers who have taught ten years or less in senior high school feel more confident.

TABLE XIX

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF TOTAL YEARS OF TEACHING EXPERIENCE, INCLUDING CURRENT YEAR

ITEMS OF RESPONSE		1 - 10			- 20	Over		
CONFIDENCE IN:			AO	NL	AO	NL	AQ	Chi-Square
· · · · · · · · · · · · · · · · · · ·								a dalar bila ada sabil Maria dalar yina da Pilakan adar basa di ken
OWN ACADEMIC COMPETENCE Literature	1	4	52	6	16	0 .	7	2.37979
Drama		1.	34	9 /	13	4	3	62817
Essay		5	41	7	15	1	6	1,66150
History, English Language		9	35	7	15	2	5	1.70681
Formal Grammar		2	53 26	1 14	21 7	0	, 7 5	3.88487
Linguistic Grammar Journalism		0. 2	20	14 15	. 7	2 2	. 5	3.26153 3.87349
Library Science		6	28	12	10	2	5	1.95170
Speech Arts		3	43	8	14	1	6	1.28996
Basic Reading Skills		3	53	4	18	0	7	1.67277
Study Reading Skills Literary Reading Skills		3	53 55	. 4 . 3	18 19	0	7 7	1.67277 1.42670
Mechanics and Usage		5 .	61	3	19	ĩ	6	.91071
Oral Communication		6	60	、 2	20	0	7	.69487
Written Communication		8	57	4	18	0	7	1.61610
Formal Composition		0 21	56 45	. 8	14 13	0 1	7 6	6.60085* ## 1.77727
Creative Writing Critical Thinking		7	4.5 49	4	13	2	5	.59440
Listening		7	58	3	18 .	2	5	1.82820
Discussion Group Technique	1	0	55	· 9 ·	13	1	6	6.61397* 耕
OWN TEACHING ABILITY		0	67	5 .	17		6	1 41005
Literature Drama		8 26	57 38	. 5 .	17	1 3	4	1.41005 2.39063
Essay		25	41	9	13	ĩ	6	1,71748
History, English Language	2	29	36	5	17	1	6	5.07382
Formal Grammar		8	58	5	17	0	7	2.76941
Linguistic Grammar		10 ·	25	15 16	7	1 4	. 6 . 3	6.74248* ## .74341
Journalism Library Science		12	23 25	15	7	2	5	3,56228
Speech Arts		26	39	8 .	14	3	4	.12977
Basic Reading Skills		.4	51	4	18	1	6	.27958
Study Reading Skills		.0	54	3	19	0	7 7.	1.28393
Literary Reading Skills Mechanics and Usage		6 1	60 64	. 3	19 20	0 0	7	1,18833 3,28382
Oral Communication		3	63	2	20	0	7	1.10353
Written Communication		9	57	3 /	19	0	7	1.09255
Formal Composition		15	50	7	15	0	7	3.01157
Creative Writing		.7 20	· 49 45	9 9	13 13	. 3	4 5	2,32786 .83106
Critical Thinking Listening		5	43 60	4	18	· 0	7	2.88972
Discussion Group Technique		9	57	8	14	3	4	7.28950* #
COMPETENCE IN PRACTICES,								
MATERIALS, OR DEVICES				1		,	4	705.00
Group Teaching Team Teaching		19 36	46 29	6 12	15 9	1 3	6 4	.70588 .45860
Teaching Machines		14	21	14	. 8	3	4	1.73082
Radio and Television	:	32	32	14	7	2	5	3.45165
Other Programmed Learning		30	35	10	12	2	5	.79734
Newspapers		16 10	49 55	4	18 20	0	7 7	2.45028 1.69145
Trips and Excursions Evaluation	-	6	59	1	21	Õ .	7	1.13205
Standardized Testing	· .	2	54	1	21	1	6	2.44305
Informal Testing		9	57	2	20	1	6	.32764
Interpreting Data in Files		16	49	3	19 20	3	. 4	2.70173 2.19224
Group Reports Socio Dramas; Role Playing		15 28	-50 38	. ∠ 8 '	20 14	1 2	5	.66378
Book Reviews		10	54	4	17	1 .	. 6	.15835
KNOWLEDGE OF MATERIALS,	. •							
SOURCES TO MAKE CLASSES		7			. 10	,	6	.87680
INTERESTING, INFORMATIVE		7	59	4	18	• 1	6	6 / 000
ABILITY TO ORGANIZE AND CONTROL CLASSROOM		3	63	0	22	0	7	1.36116
ABILITY TO DIRECT EXTRA-								
CURRICULAR ACTIVITIES		16	50	8	14	2	5	1.22505
ABILITY TO HANDLE CLASSES		0	56	,	20	0	7	1.89430
Heterogeneous Classes Homogeneous Classes		8 5	56 59	1	20 20	. 0	7	.76995
A. Fast Group		6	59	i	21	ŏ	. 7	1.13205
B. Slow Group	· · · ·	ι7.	49	5	17 .	0	. 7	2,36254
C. Average Group		2	64	0	22	0	7	.89768

.

C. Average Group 2 64 0 22 0 <u>Ungraded Classes 19 42 9 12 1</u> NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2. *Significant Differences .05 level #Taught Ten Years or Less in Elementary School **Significant Differences .01 level ##Taught More Than Ten Years in Elementary School

TABLE XIX (Continued)

EMS OF RESPONSE	1 -	• 10	Junior H 11 -		010	r 20	
NFIDENCE IN:	NL	10 	NL	AQ	NL		Chi-Square
NEIDENCE INI		AO	NL	AQ	NL	O	· · ·
N ACADEMIC COMPETENCE iterature	36	159	10	40	3	20	.52543
rama	. 83	113	22	26	4.	19	5.91446
ssay	89	107	21	29	6	17	3.16458
istory, English Language	81	114	26	23	8	15	2,82564
ormal Grammar	27	167	3	47	3	20	2,31153
inguistic Grammar	116	79	29	21	14	9	.06124
ournalism	130	66	31	18	9	14	6,56440* #
ibrary Science	107 :	88	26	23	12	10	.05178
peech Arts	66 50	130 146	15 11	· 35 39	4	19 19	2,59743
asic Reading Skills tudy Reading Skills	44	140	9	41	3.	20	.89733 1.40052
iterary Reading Skills	34	162	9 .	41	1	22	2.66355
echanics and Usage	12	184	3	47	ō	23	1.48639
ral Communication	12	184	. 6	44	1	. 22	2,37899
ritten Communication	19	177	3	47	1	21 .	1,19061
ormal Composition	. 43	152	10	40	3	20	1.03974
reative Writing	67	129	16	34	4	19	2.65591
ritical Thinking	44	152	· 12 7	38 42	1	. 22	4.32921
istening	23 51	170 143	10	42 40	4	23 19	3.43361 1.51427
iscussion Group Technique N TEACHING ABILITY	. 51	143	10.	40	4	19	1.51427
iterature	32	164	7	42	3	20	.25503
rama	76	120	18	30	4	19 .	4.06764
ssay	85	111	21	29	4	19	5.77764
istory, English Language	77	119	25	24	9	14	2,27898
ormal Grammar	24	172	1	49	4	19	5,48980
inguistic Grammar	109	87	26	23	8	15	3.59073
ournalism	139	57	29	20	11	12	6.51332*
ibrary Science	114	81	28	21	10	13	1.88477 4.17924
peech Arts	74 53	121 143	20 10	29 39	4 3	19 20	2.74766
asic Reading Skills	44	143	10	39	3	19	.94646
tudy Reading Skills iterary Reading Skills	31	165	5	45	1	22	3,01212
echanics and Usage	15	181	ĩ	48	ō	23	3.79682
ral Communication	22	174	3	46	1	22	1.98796
ritten Communication	23	173	- 5	45	1	22	1,20667
ormal Composition	42	154	10	38	2	21	2.08188
creative Writing	68	128	18	32	4	19	2.94638
ritical Thinking	65	131	18	31	3	20	4.41744
istening	32	164	5	44	2	21	1.87568
Discussion Group Technique	57	132	11	39	3	20	3,33576
MPETENCE IN PRACTICES,							
TERIALS, OR DEVICES broup Teaching	. 68	127	12	36	7	16	1,76455
eam Teaching	103	92	25	23	13	10	.13322
eaching Machines	119	77	32	16	18	5	3.01414
adio and Television	106	88	29	18	10	13	2.09559
ther Programmed Learning	90	103	25	24	11	12	.30252
lewspapers	56	140	14	34	1 .	22	6,38640*
rips and Excursions	62	131	14	34	7	16	.16780
arent Conferences	33	163	10	39	3	20 19	.65213
valuation	22	173	7 8	43 42	4 1	19 22	.87310 2.78120
tandardized Testing	35 18	160 178	8	42 42	2	22	2.06398
informal Testing Interpreting Data in Files	18 38	158	15	42 34	3	20	3,92633
roup Reports	38 45	158	13	37	6	17	.14417
Socio Dramas; Role Playing	. 89	107	21	27	6	17	3,12969
Book Reviews	35	157	11	38	2	20	1.81607
OWLEDGE OF MATERIALS,							
URCES TO MAKE CLASSES							
TERESTING, INFORMATIVE	· 32	164	10	40	0	23	5.06139
ILITY TO ORGANIZE AND			~	47		00	
NTROL CLASSROOM	6	190	• 3	47	1	22	•98915
ILITY TO DIRECT EXTRA-	έQ	107	7	43	1	22	10.88796**
RRICULAR ACTIVITIES	58	137	'		1	46	10,007,00%
ILITY TO HANDLE CLASSES	18	176	7	40	0	23	4,02699
eterogeneous Classes omogeneous Classes	18	183	55	39	õ	23	5,97058
A. Fast Group	8	186	8	41	ĩ	20	9.77538**
B. Slow Group	49	145	13	36	5.	17	+11650
C. Average Group	6	190	5	45	0	23	5.96275
Ingraded Classes	68	119	16	31	3	18	4.09431
- None or Little	AO - Adequate	or Outstandin	ng			· ·	
i-Square values were calcu		5 significand	e level. The	degree of	freedom is 2.		
*Significant Differences	.05 level	#Taugh	nt Ten Years or nt More than Te	Less in J	unior High So	cnool Sabaal	
*Significant ^D ifferences	.01 level						

TABLE XIX (Continued)

TEMS OF RESPONSE			1 - 10				nior Hig 11 - 20				Over 2	0	
ONFIDENCE IN:		NL.		AO		NL		AO.		NI.			Chi-Squa:
WN ACADEMIC COMPETENCE													
Literature		17		91		1		13		1		7	.76471
Drama		41		65		3		11		3		5	1,58604
Essay		41		67		2		12		2		. 6	3,41802
History, English Language		54		53		3		11		3		5	4.47464
Formal Grammer		14		92		1		13		2		. 6	1.41241
Linguistic Grammar		58		49		8		6		6		2	1.31633
Journalism		70		37		.7		7		5		3	1,27532
Library Science		57		49		8 -		6		2		5	1.79482
Speech Arts		25		83		4		10		. 2		6	.20697
Basic Reading Skills		24		84		з		11		1		7	.41670
Study Reading Skills		25		83		2		12		1		7	,98809
Literary Reading Skills		17		91		2		12		1		7	.07464
Mechanics and Usage		7		101		0		14		0		8	1.50707
Oral Communication		9		99		1		13		1		7	.20217
Written Communication		8		100		0		14		1		6	1,65705
Formal Composition		19		89	·	2		12		2		6	.40568
Creative Writing		30		78		3		11		2		6	.26996
Critical Thinking		17		91		1.		13		1		7	.76471
Listening		14		93		1		13		1		7	.40229
Discussion Group Technique		22		85		1		13		2		6	1.59901
WN TEACHING ABILITY													1. T
Literature		.15		93		1		13		1		7	.49868
Drama		40		67		3		11		3		5	1.38614
Issay		39		69		3		11		2		6	1.49117
listory, English Language		45		62		5		9		5		3	1.57960
ormal Grammar		10		98		1		13		2		6	2,19282
inguistic Grammar		54		53		7		7		5		3	.43981
Journalism		70		37		8		6		5.		3	.38233
ibrary Science		51		55		8		6		3		5	.81245
Speech Arts		32		74		4		10		2		. 6	.10531
Basic Reading Skills		23		84		3		ii	· · · ·	1		7 .	.36629
Study Reading Skills		23		84		2		12		ī		6	.56371
iterary Reading Skills		11		97		ī		13		1		7	18665
Mechanics and Usage		3		104		ō		14		ō		8	.63150
Oral Communication		8		99		ĩ		13		ŏ		8	.64179
Written Communication		9		99		ī		13		õ		8	,73511
Formal Composition		19		87		î		13		2		6	1,37591
Creative Writing		34		74		4		10		2		6	,18246
Critical Thinking	· · · · ·	28		79		3		11		2		6	.14760
		14		93		2		12		1		7	.01905
Listening Discussion Group Technique		24		84		2		12		2		6	.52237
		24		04		2		12		2		U .	. 32231
OMPETENCE IN PRACTICES,													
ATERIALS, OR DEVICES		35		72		4		10		1		7	1.46475
Group Teaching		52		55		6		10		5		3	.80049
Feam Teaching		69		37		6		8		5		3	2,60916
Feaching Machines		69 55		51		6		8		3		5	.93665
Radio and Television		 47		51 59		о 7		7		3		. 4	.93665
Other Programmed Learning		47 25		59 82		4.		10		3		. 4	.23550
Newspapers		33		73		4		10		3		5 4	1.30277
Trips and Excursions		33 15		73 92		2		10		4		4	7,11654*
Parent Conferences		15		92 102				12		4		4 5	10.71081*
Evaluation		6 18		90		1 0		13 14				5 7	2,78923
Standardized Testing				90 98		2		14 12		1		7	
Informal Testing		10								1		'4	.40711 5.60402
Interpreting Data in Files		18		89		2		12		4			
Group Reports		24		83		5		9		2		- 6 5	1.20112
Socio Dramas; Role Playing		46		61		8		6		3			1.16001
Book Reviews		14		91		4		10		2		6	2.71266
NOWLEDGE OF MATERIALS,													
OURCES TO MAKE CLASSES										~		0	1 00.000
NTERESTING, INFORMATIVE		16		.92		1		13		0		8.	1.92420
BILITY TO ORGANIZE AND						~		. .		~		0	1 00101
ONTROL CLASSROOM		6		102		0		14		0		8	1,28136
BILITY TO DIRECT EXTRA-												_	
URRICULAR ACTIVITIES		17		90		0		14		1		7	2,61780
BILITY TO HANDLE CLASSES													
Heterogeneous Classes		. 9		95		2		.11		1		7	.68605
lomogeneous Classes		3	- 1 - E	101		2		11		1		7	5,06019
A. Fast Group		6		102		1		12		1		6	.90647
B. Slow Group		23		85		7		6		3		5	7.09405*
C. Average Group		5		103		1		13		0		8	.59029
Ungraded Classes		33		68		3		9		5		2	4.86938

 Ungraded Classes
 33
 68
 3
 9
 5

 NL - None or Little
 AO - Adequate or Outstanding

 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

 *Significant Differences
 .05 level
 #Taught Ten Years or Less in Senior High School

 **Significant Differences
 .01 level
 ##Taught More than Ten Years in Senior High School

 ***Significant Differences
 .001 level

Part A - Total Years Teaching English

Data in Table XX are in terms of total years of teaching English. Part A is concerned with from 1-15 years of such experience. One significant difference exists among the respondents with respect to their feelings of academic competence; three significant differences exist with respect to the respondents' confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the 4 items for which significant differences are shown, respondents who have taught English ten years or less show the highest confidence with respect to two items (#); respondents who have taught English eleven to fifteen years show the highest confidence with respect to two items (##).

Teaching experience of from 1 through 15 years seems to have little relationship to the respondents' feelings of competence or confidence.

Part B - Total Years Teaching English

Data in Part B of Table XX are in terms of total years of teaching English and cover 16 through 30 years of experience. One significant difference exists among the respondents with respect to their feelings of academic competence; three significant differences exist with respect to the respondents' confidence in their own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the 4 items for which significant differences are shown, respondents who have 21 to 30 years experience show the highest confidence with respect to three items (##); respondents who have taught sixteen through twenty years show the highest confidence with respect to one item (#).

In general, when significant differences exist, respondents who have taught English from twenty-one through thirty years feel more confident than do other respondents.

Part C - Total Years Teaching English

Data in Part C of Table XX are in terms of thirty-one or more total years of teaching English. A study of the data presented in the table reveals that only one respondent had thirty-one to thirty-five years experience teaching English, two respondents had taught English thirty-six to forty years, and three respondents had taught English more than fortyone years. The total number of respondents who have taught more than thirty years seems inadequate to have validity for the study.

Summary - Table XX

When significant differences exist, respondents who have taught twenty-one years or more of English seem to feel more confident than do respondents who have taught fewer than twenty years of English.

Table XXI

Data in Table XXI are in terms of number of classes of English taught per day in the respondents' current teaching assignment. Two significant differences exist with respect to feelings of academic competence; eight significant differences exist with respect to the respondents' feelings of confidence in own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the ten items for which significant differences are shown, respondents who teach four or more classes of English per day show

TABLE XX

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF TOTAL YEARS OF TEACHING ENGLISH

TENC OF DECDONCE		1 - 5		1 Years		- 15	
IEMS OF RESPONSE	1.1	1 - 5	. 0-	10		- 15	Chi-Squar
ONFIDENCE IN:	NI	AO	NI.	AO	NL	O	
NN ACADEMIC COMPETENCE							
Literature	. 25	104	13	47	. 6	25	4.27725
Drama	59	71	25	3 5	12	17	7,60552
Essay	70	. 60	25	35	10	21	17.65424*
History, English Language	. 54	75	28	32	16	14	5,37074
Formal Grammar	20	110	4	55	2	29	9.31548
Linguistic Grammar	73	57	39	21	18	13	6.38352
Journalism	87	43	43	17	17	13	10.83110
Library Science	77	53	34	25	16	15	10,40140
Speech Arts	42	88	18	42	10	21	4.26336
Basic Reading Skills	38	92	11	· 49	4	27	7.38654
Study Reading Skills	32	98	8	52	4	27	7.31621
	26	104	- 8	52	2	29	5,74055
Literary Reading Skills	20	123	5	55	0	31	
Mechanics and Usage	. 7	123	5				4.37602
Dral Communication		123	. 3	55 57	2	29	3,98893
Written Communication	13	94	9		2	29	4.11129
Formal Composition	35			51	. 3	28	8.41003
Creative Writing	48	82	21	39	. 8	23	7.14350
Critical Thinking	30	100	15	45	6	25	8.34444
Listening	14	112	8	52	2	29	10.42512
Discussion Group Technique	35	94	12	47	8	. 23	3,55458
NN TEACHING ABILITY							
Literature	21	. 109	13	46	5	26	6.02227
Drama	50	80	26	34	12	17	10,27823
Essay	65	65	25	35	11	20	19,03853*
History, English Language	53	. 77	27	. 33	11	19	1.47656
Formal Grammar	15	115	. 8	52	· 2 ·	29	3.58983
Linguistic Grammar	70	. 60	32	28	· 15	15	5.65019
Journalism	92	38	42	18	20	10	11.29249
Library Science	81	49	31	28	18	. 12 .	11.19744
Speech Arts	. 48	81	25	35	-9	21	4.04994
Basic Reading Skills	33	97	16	44	5	25	3,46423
	27	103	15	45	4	26	3,89375
Study Reading Skills	23	103	8	52	4	30	7,08386
Literary Reading Skills			. 3	57	0	30	
Mechanics and Usage	12	118					6.41115
Oral Communication	15	115	7	53	2	28	4.16031
Written Communication	20	110	2	58	.4	27	9.36974
Formal Composition	-34	96	10	50	2	27	8,27059
Creative Writing	45	. 85	21	39	13	18	9.16095
Critical Thinking	43	87	22	38	10	20	7,10498
Listening	19	111	9	51 .	. 4	, 26	3.85875
Discussion Group Technique	- 37	93	15	45	9	. 22	2,98231
OMPETENCE IN PRACTICES,							
ATERIALS, OR DEVICES							
Group Teaching	41	. 87	18	42	11	19	2,77080
Team Teaching	69	59	30	30	15	15	6,74045
Teaching Machines	79	51	37	23	20	9	7.25374
Radio and Television	71	59	30	28	20	, ģ	11 29276
Other Programmed Learning	55	74	32	28	17	13	7.90711
	34	96	20	40	6	23	7.13902
Newspapers		, -	13		9	20	10,08045
Trips and Excursions	42	86	13	46		20 25	
Parent Conferences	23	107		53	5 0	25 30	7,92747
Evaluation	19	111	6	54			12.95057
Standardized Testing	-29	100	7	53 .	3	28	16.20644*
Informal Testing	14	116	3	57	3	28	16.45357*
Interpreting Data in Files	29	101	9	51	6	24	8.80572
Group Reports	29	101	16	44	6	24	3.77664
Socio Dramas; Role Playing	55	74	28	32	18	12	11.62084
Book Reviews	25	102	10	50	7	24	4.72042
NOWLEDGE OF MATERIALS,	1.1						
OURCES TO MAKE CLASSES							
NTERESTING, INFORMATIVE	24	106	10	50	2	29	5.30025
BILITY TO ORGANIZE AND					-		
ONTROL CLASSROOM	5	125	3	57	1	30	1.76695
BILITY TO DIRECT EXTRA-	5	120		<u>.</u>	-		1
URRICULAR ACTIVITIES	43	87	13	46	7	24	14.82093
	43	. 07	10	40	'	24	1402093
BILITY TO HANDLE CLASSES	1.4	11/	2	= =	0	06	0.060/0
Heterogeneous Classes	14	116	3	55	2	26	3.86268
Homogeneous Classes	4	121	1	55	1	27	11.41480
A. Fast Group	7	121	3	56	3	28	3.01374
D 01- 0	34	94	12	47	5	26	10.47850
B. Slow Group C. Average Group	6	124	2	58	0	31	7,00067

 Ungraded Classes
 43
 81
 19
 39
 11

 NL - None or Little
 AO - Adequate or Outstanding
 39
 11

 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 8.
 *Significant Differences
 #Taught Ten Years or Less

 **Significant Differences
 #Taught More Than Ten Years

 ***Significant Differences
 #Taught More Than Ten Years

i.

TABLE XX (Continued)

ITEMS OF RESPONSE	16 -	- 20	<u>Total Y</u> 21 -		26	- 30	
CONFIDENCE IN:	NL	AO	NL	AO	NL.	AO	Chi-Squar
OWN ACADEMIC COMPETENCE		· · · ·	· · ·			4 - L	
Literature	3	14	2	17	0	7	4,27725
Drama	5	12	6	13	1	6	7,60552
Essay	4	13	. 5	14.	2	5	17.65424*
History, English Language	5	12	8	11	3	4	5,37074
Formal Grammar	2	14	4	15	0 5	7	9.31548
Linguistic Grammar	11 9	5 8	. 9 8	10 11	5	2 2	6,38352 10,83110
Journalism Library Science	. 7	10	6	12	.5	2	10,40140
Speech Arts	7	10	5	14	3	4	4.26336
Basic Reading Skills	5	12	5	14	2	5	7,38654
Study Reading Skills	5	12	5	14	2	5	7,31621
Literary Reading Skills	4	13	3	16	1	6	5.74055
Mechanics and Usage	1	16	· 2	17	0	7	4.37602
Oral Communication	ŀ	16	3	16	1	6	3,98893
Written Communication	2	15	3	16	0	7	4.11129
Fermal Composition	3	14	3	16	2	5	8,41003
Creative Writing	2	15	5	14	2	5	7.14350
Critical Thinking	2 1	15 16	. 2	17 16	1	6 6	8,34444 10,42512
Listening Discussion Group Technique	3	16	3 5	16	2	. 5	3,55458
OWN TEACHING ABILITY	J .	±	5	1 7	2		0.00400
Literature	2	15	1	18	0	7	6.02227
Drama	4	13	5	14	0	7	10,27823
Essay	6	11	3	16	0	7	19.03853* #
History, English Language	7	10	8	11	3	4	1.47656
Formal Grammar	1	16	3	16	0	7	3.58983
Linguistic Grammar	11	6	· 9 8	10 11	4 4	· 3 3	5.65019
Journalism	11	6	8 7.	12	4 5	2	11.29249 11.19744
Library Science Speech Arts	6	11	6	12	3	4	4.04994
Basic Reading Skills	5	12	5	14	2	5	3.46423
Study Reading Skills	5	12	4	15	2	5	3,89375
Literary Reading Skills	3	14	2	17	0	7	7,08386
Mechanics and Usage	0	17	1	18	0	7	6.41115
Oral Communication	0	17	1	18	1	6	4.16031
Written Communication	0.	17	2	17	1	6	9.36974
Formal Composition	3	14	4	15	1	6	8.27059
Creative Writing	3	- 14	4	15	3	4	9,16095
Critical Thinking	3	14	5	14 15	2	5 5	7.10498 3.85875
Listening	1 4	16 13	4	15	2	5	2.98231
Discussion Group Technique COMPETENCE IN PRACTICES,	4	10	-	10	-		21,0201
MATERIALS, OR DEVICES							
Group Teaching	6	11	8	11	2	5	2,77080
Team Teaching	9	8 .	13	6	4	3	6.74045
Teaching Machines	9	8	16	3	5	2	7.25374
Radio and Television	9	8 -	12	6	3	4	11.29276
Other Programmed Learning	7	9	11	. 8	3	4	7,90711
Newspapers	6	- 11	2.	17	2	5 3	7.13902
Trips and Excursions	9 4	8	4 2	15 17	4 3	. 4	10.08045 7.92747
Parent Conferences Evaluation	4	13 13	2	17	3	5	12,95057
Standardized Testing	2	15	1	18	õ	. 7	16.20644*
Informal Testing	4	13	2	17	õ	7	16,45357*
Interpreting Data in Files	4	13	5	14	0	7	8,80572
Group Reports	6	11	3	16	2	5	3.77664
Socio Dramas; Role Playing	6	11	4	- 15	4	3	11,62084
Book Reviews	3	13	1 .	17	1	6	4.72042
KNOWLEDGE OF MATERIALS,							
SOURCES TO MAKE CLASSES	<u>,</u>	1.4	2	14	0	7	5,30025
INTERESTING, INFORMATIVE	3	14	3	16	U	'	0.30023
ABILITY TO ORGANIZE AND	ı	16	. 0	19	0	7	1.76695
CONTROL CLASSROOM	1	10	v .	17	v	,	1.0075
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	1	16	2	17	0	7	14,82093
ABILITY TO HANDLE CLASSES	÷ .	10		'	2		
Heterogeneous Classes	з	14	2	17	1	6	3.86268
Homogeneous Classes	3	14	2	17	1	6	11,41480
A. Fast Group	2	15	2	17	0	7 .	3.01374
B. Slow Group		15	5	14	3	4	10.47850
C. Average Group	2	15	0	19	1	6	7,00067
Ungraded Classes	4		7	10	2	5	6.70087
NL - None or Little AO - Ad Chi-Square values were calculate	dequate or Ou	tstanding		a dagraa -f	f freedom in	8	
		<pre>sinniticanc</pre>	e rever. Ih		. LLEPODD 15	U.	

TABLE XX (Continued)

PART C				Total Ye	ars			
ITEMS OF RESPONSE		31 - 3	5	36 - 4		41	-	
CONFIDENCE IN:	NL.		AO	NL	AO	NI.	AO	Chi-Square
DWN ACADEMIC COMPETENCE	0		1	2 .	2	0	3	4.27725
Drama	ő		1	1	1	ŏ	3	7.60552
Essay	õ		ī	ō	2	ŏ	3	17,65424*
History, English Language	ō		ī	õ	2	1	2	5.37074
Formal Grammar	. 0		ī	1	1	ō	3	9.31548
Linguistic Grammar	1		ō	2	ō	ī	2	6.38352
Journalism	ō		1	1	1	ī	2	10,83110
Library Science	0		ī.	1	ī	ō	2	10.40140
Speech Arts	0		1	0	2	0	3	4,26336
Basic Reading Skills	0		1	0	2	0	3	7.38654
Study Reading Skills	0		1	0	2	0	3	7.31621
Literary Reading Skills	0		1	0	2	0	3	5,74055
Mechanics and Usage	0		1	0	2	0	3	4.37602
Oral Communication	0		1	0	2	0	з	3 .9 8893
Written Communication	0		1	0	2 .	0	2	4.11129
Formal Composition	0		1	· 0	2	1	2	8.41003
Greative Writing	0		1	0	2	1	2	7.14350
Critical Thinking	1		0	0	2	Ó	Э	8.34444
Listening	i		0	0	2	0	- 3	10.42512
Discussion Group Technique	0		1 .	0	2	0	3	3,55458
DWN TEACHING ABILITY						<u>,</u>		
Literature	0		1	0	2	0	3	6.02227
Drama	0		. 1	1 .	1	Ó	3	10.27823
Essay	0		1	0	2	o	3	19.03853*
History, English Language	0		1	1	1	1	2	1.47656
Formal Grammar	0		1	0	2	٥	3	3.58983
Linguistic Grammar	1		U. 1	1 · 2	1 0	ò	3	5.65019
Journalism	. 0		1		-	1	2 3	11.29249
Library Science	- 0			1	1	. 0		11.19744
Speech Arts			1	1.	1	. U 3	3	4.04994
Basic Reading Skills	. 0		1	ő	2 2	ő	3	3,46423
Study Reading Skills	0		1	õ	2	ŏ	3	3.89375 7.08386
Literary Reading Skills	0		1	0 ·	2	0	3	
Mechanics and Usage	0		1	0	2	0	3	6.41115
Oral Communication	0		1	0	2	0	3	4.16031
Written Communication	0			0	2	ŏ	3	9,36974
Formal Composition	1		1 0	.0	2	0	3	8.27059
Creative Writing	1		0	- 0	2	0	3	9,16095
Critical Thinking			-	-				7.10498
Listening	0		1	0	2. 2	. 0	3 3	3.85875
Discussion Group Technique			1	U	2	0	3	2,98231
COMPETENCE IN PRACTICES,								
MATERIALS, OR DEVICES	· C		1	0	2	1 .	2	2,77080
Group Teaching			1	1	1	0	2	6.74045
Team Teaching Teaching Machines	1		0	1	1	1.	2	7,25374
Radio and Television			1 .	0	2	0	3	11.29276
Other Programmed Learning	Ő		1	ĩ	1	ŏ	3	7,90711
Newspapers	Č		1	-1	1.	ŏ	3	7,13902
Trios and Excursions			1 .	1	1	1	2	10.08045
Parent Conferences	Č		1	i	ī	ĩ	2	7,92747
Evaluation	, c		1	1	ī	ō	3	12,95057
Standardized Testing	1		Ô	. 1	1	0 0	3	16.20644*
Informal Testing	· 1		ŏ	. Ô	2	ĩ	2	16.45357*
Interpreting Data in Files	1		õ	ĩ	ī	ī	2	8,80572
Group Reports	0		ĩ	0	2	i	2	3.77664
Socio Dramas; Role Playing	ŏ		1	ĩ	ĩ	ō	3	11.62084
Book Reviews	Č		ī	1	ī .	õ	. 2	4.72042
NOWLEDGE OF MATERIALS,	•		-	-	-	-		
OURCES TO MAKE CLASSES								
INTERESTING, INFORMATIVE	C		1	0	2	· 0	3 -	5.30025
BILITY TO ORGANIZE AND				-	-	-	-	
CONTROL CLASSROOM	· C		1	0	2	0	3	1.76695
ABILITY TO DIRECT EXTRA-	0		-	-	_	-	-	
CURRICULAR ACTIVITIES	C		1	0.	2	0	3	14.82093
ABILITY TO HANDLE CLASSES	0		•	÷ .	-	Ū.	5	1,02070
Heterogeneous Classes	C		1	0	2	0	3	3.86268
Homogeneous Classes	0		1	õ	2	ŏ	3	11,41480
A. Fast Group	0		1	õ	2	0	1	3.01374
B. Slow Group	0		1	2	.0	1	1	10.47850
C. Average Group	0		1	0	2	0 0	3	7.00067
Ungraded Classes	0		-	ž	. 5	0	2	6.70087

Ungraded Classes 0 1 2 0 0 NL - None or Little AO - Adequate or Outstanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 8. *Significant Differences .05 level

TABLE XXI

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF CLASSES OF ENGLISH TAUGHT PER DAY IN CURRENT TEACHING ASSIGNMENT

TEMS OF RESPONSE		- 3		aught Per Day - 5		6	
and the second				- 0			Chi-Square
ONFIDENCE IN:	NL	AO	NL	GA	NL	<u> </u>	
WIN ACADEMIC COMPETENCE		•	· · · · ·				
Literature	23	60	23	1.42	3	17	7.16566*
Drama	38	45	66	99	4	15	3.96175
Essay	45	38	61	105	10	10	7.30193*
History, English Language	35	48	71	. 94	8	11	.01967
Formal Grammar	16.	66	16	149	i	19	5,95288
Linguistic Grammar	43	40	105	60	- 1 <u>1</u>	9	3,37010
	51	32	105	60	13	6	.35787
Journalism							
Library Science	44	38	90	74	11	9	.03487
Speech Arts	25	58	52	114	7	13	. 18064
Basic Reading Skills	18	65	42	124	4	16	.57003
Study Reading Skills	17	66	34	132	4	16	.00264
Literary Reading Skills	17	66	21	145	5	15	3.83434
Mechanics and Usage	5	78	9	157	1	19	.05176
Oral Communication	5	78	12	154	2	18	,40624
					õ		
Written Communication	8	74	15	151		20	2.06522
Formal Composition	23	60	31	134	2	18	4,21218
Creative Writing	33	50	49	117	-5	15	3.18431
Critical Thinking	21	62	33	133	3	17	1.46965
Listening	7	76	20	142	з	17	1,12828
Discussion Group Technique	21	61	41	124	3	17	1,04222
WWN TEACHING ABILITY					-		
Literature	23	60	18	147	1	19	13.65837**
	36	47	59	106	· 2	17	
Drama							7.27266*
Essay	45	38	55	111	10	10	10.91856**
History, English Language	41	42	64	102	5	14	4.52204
Formal Grammar	16	67	12	154	1	19	9.10140*
Linguistic Grammar	42	41	92	74	9	10	.81119
Journalism	58	25	108	58	13	6	.60389
	43	40	94	71	15	4	4,64477
Library Science	30	52	58	108	19	10	
Speech Arts							1.14186
Basic Reading Skills	19	64	41	125	5	14	,14570
Study Reading Skills	17	65	34	132	5	14	.35425
Literary Reading Skills	17	66	15	151	4	16	7,06965*
Mechanics and Usage	8	75	7	159	1	18	2.91558
Oral Communication	10	73	13	152	3	17	1.78944
Written Communication	10	73	15	151	4	16	2,43123
	20	63	29	136	5	14	1,92563
Formal Composition							
Creative Writing	29	54	56	110	5	15	.73022
Critical Thinking	29	54	50	116	7	12	.80168
Listening	14	69	23	143	2	17	.67027
Discussion Group Technique	27	56	38	128	6	14	2.79062
COMPETENCE IN PRACTICES,							
MATERIALS, OR DEVICES	20	20	50	110	5	14	,97271
Group Teaching	30	53	52	112			
Team Teaching	52	31	82	82	7	12	5.68721
Teaching Machines	53	30	104	61	11	8	.23764
Radio and Television	47	35	89	75	9	10	.65115
Other Programmed Learning	44	37	74	91	8	12	2,42633
Newspapers	30	53	35	130	6	13	6.56847*
	26	57	50	113	7	11	,50812
Trips and Excursions	15	68	26	140	5	14	1.43056
Parent Conferences							
Evaluation	14 .	69	16	149	3	17	2.77412
Standardized Testing	16	66	26	140	2	18	1.24146
Informal Testing	14	69	13	153	1	19	5,52272
Interpreting Data in Files	14	69	41	125	1	18	5.07638
Group Reports	28	55	33	133	2	17	7,82388*
	43	40	66	98	6	14	4,51163
Socio Dramas; Role Playing			24		ĩ	19	9.62324**
Book Reviews	23	57	24	139	1	17	9.02324M
NOWLEDGE OF MATERIALS,							
OURCES TO MAKE CLASSES							
NTERESTING, INFORMATIVE	15	68	27	139	0	20	4.13482
BILITY TO ORGANIZE AND							
CONTROL CLASSROOM	5	78	3	163	2	18	5,13160
	5	10	5	100	2	10	3410100
BILITY TO DIRECT EXTRA-	~	10	20	104	n	16	00004
CURRICULAR ACTIVITIES	21	62	39	126	5	15	.08986
BILITY TO HANDLE CLASSES							
Heterogeneous Classes	8	74	16	147	1	18	.42281
Homogeneous Classes	2	78	9	149	1	18	1,23512
A. Fast Group	6	74	ģ	155	2	18	,81672
			37		4	16	2,93063
B. Slow Group	26	55		127			
C. Average Group	2	61	8	158	1	19	. B6488

Ungraded Classes 24 56 60 96 3 NL - Nons or Little AO - Adequate or Oustanding Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2. *Significant Differences .05 level #4 - 6 classes of English taught por day. **Significant Differences .01 level

the highest confidence with respect to all ten items (#).

Teachers who teach four or more classes of English per day indicate more confidence than teachers who teach fewer than four classes of English per day.

Table XXII

Data in Table XXII are in terms of number of classes of other subjects taught per day in current teaching assignment. Three significant differences exist with respect to feelings of academic competency four significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the seven items for which significant differences are shown, teachers who are currently teaching one to two classes of other subjects per day show the highest confidence with respect to six items (#); teachers who are currently teaching three to four classes of other subjects per day show the highest confidence with one item (##).

Teachers who teach one or two classes of subjects other than English per day tend to feel more confident than teachers who teach more than two classes of subjects other than English per day.

Table XXIII

Data in Table XXIII are in terms of average class size of English classes in current teaching assignment of the respondent. A study of the data presented in the table reveals that two significant differences exist among the respondents with respect to their feelings of academic competency; four significant differences exist with respect to the

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF CLASSES OF OTHER SUBJECTS TAUGHT PER DAY IN CURRENT TEACHING ASSIGNMENT

TEMS OF RESPONSE			1 - 2			3 - 4			Chi -C-11
ONFIDENCE IN:		NL.		AO	NL		O		Chi-Squar
WN ACADEMIC COMPETENCE									
Literature		20		69	12		30		. 57506
Drama		34		55	19		23		.58637
Essay		37	- 1	52	24		18		2.78003
History, English Language Formal Grammar		37 12		52 75	19 10		23 32		15661 2,00898
Linguistic Grammar		49		40	24		18		.05035
Journalism		57		32	24		18		.57599
Library Science		43		44	26		16		1.77317
Speech Arts		25		64	13		29		.11353
Basic Reading Skills		24 17		65 72	· · 7 11		35 31		1.67568 .85335
Study Reading Skills Literary Reading Skills		14		75	10		32		1.24466
Mechanics and Usage		5		84	4		38		.68035
Oral Communication		7		82	3		39		.02111
Written Communication		7		81	4		38		.09039
Formal Composition		14 29		75 60	13 17		29 25		4.04072* .78000
Creative Writing Critical Thinking		15	· · ·	74	15	-	27		5,74867*
Listening		5		81	7		35		3,91196*
Discussion Group Technique		20		68	10		31		.04333
NN TEACHING ABILITY			1 - F	70	10		20		1 00557
Literature Drama		. 16 33		73 56	12		30 24		1.90557 .40075
Essav		33		. 56	24		18		4,67356*
History, English Language		39	. 1	50	23		19		1,37036
Formal Grammar		12		77	8		34		.68297
Linguistic Grammar		44		45	24	-	18		.67852
Journalism Library Science		64 47		· 25 41	26 24		16 18	· ·	1,32846 ,15990
Speech Arts		32		56	16		26		.03660
Basic Reading Skills		30		59	7		35		4.08866*
Study Reading Skills		21		67	7		35		.87139
Literary Reading Skills		13		76	8		34		4,1805
echanics and Usage Dral Communication		6 10		83 79	5 8		37 34		.98894 1.46908
Written Communication		. 6		- 83	9		33		6.07054*
Formal Composition		11		78	12		30		5,18114*
Creative Writing		31		58	17		25		.39163
Critical ¹ hinking		25		64	16		26		1.32846
Listening Discussion Group Tachnique		13 27		76 62	10		32 29		1.66954 .00509
Discussion Group Technique OMPETENCE IN PRACTICES,		21		02	. 10		29		.00007
ATERIALS, OR DEVICES	· .							÷ .	
Group Teaching	· ·	32		55	14		28		.14680
Team Teaching		43		44	27		15		2,52040
Teaching Machines Radio and Television		55 51		34 38	25		· 17 20		,06205 ,42045
Other Programmed Learning		45		43	20		21		.06209
Newspapers		22		66	15		27		1,60293
Trips and Excursions		32		57	10		32		1,93243
Parent Conferences		13		. 76	8		34		.41805
Evaluation Standardized Testing		13 13		75 76	7		35 30		.07834 2,78562
Informal Testing		12		77 -	7		35		,23321
Interpreting Data in Files		18		71	8		34		.02485
Group Reports		27		62	14		28		.11913
Socio Dramas; Role Playing		42		46	20		22		.00013
Book Reviews NOWLEDGE OF MATERIALS,		17		70	13		27		2.55084
OURCES TO MAKE CLASSES	•								
NTERESTING, INFORMATIVE		18		71	8		34		.02485
BILITY TO ORGANIZE AND					1				A 171 7
ONTROL CLASSROOM		4		85	1		41		.34717
BILITY TO DIRECT EXTRA- URRICULAR'ACTIVITIES		18		70	. 9		33		.01639
BILITY TO HANDLE CLASSES		10		-					
Heterogeneous Classes		6		83	6		35		2,08684
Homogeneous Classes		4		82	1		39		.33152
A. Fast Group		4		82	4		37		1,22582
B. Slow Group C. Average Group		· 21 3		66 86	14		27 40		1,40505 ,15041
Ungraded Classes	141 f.			46	9		31		1.73509
	0 - Adequat		utstanding						
hi-Square valúes were calcu	lated at th		aignificanc						
Significant Differences	.05 level		#1	2 Clace	es per Day of Su	biects Othe	r Than Enc	lish	

TABLE XXIII

FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF AVERAGE CLASS SIZE OF ENGLISH CLASSES IN CURRENT TEACHING ASSIGNMENT

ITEMS OF RESPONSE	Loos T	han 20	<u>Average Class Size</u> 20 - 30 30 - 40				Over 40		
			20 -	30	- 30	- 40		er 40	Chi-Squar
CONFIDENCE IN:	NL.	AO	NL.	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									÷.,
Literature	0	0	32	128	16	89	1	. 3	1.09041
Drama	0	0	70	89	36	69	з	1	4.46906
Essay	0	С	71	89	41	65	4	0	6.23430* #
History, English Language 🔬	0	0	69	90 .	44	61	2	2	.14073
Formal Grammar	0	0	21	138	12	93	0.	·4	. 75557
Linguistic Grammar	0	· 0 '	92	68	64	41	3	1	,73689
Journalism.	. 0	0	104	55	65	41	. 2	-2	,78175
Library Science	0	0	92	68	52	. 51	2	2	1.28010
Speech Arts	0	0	55	105	28	78	2	2	2,51831
Basic Roading Skills	D	Ó	40	120	24	82	1	з	.19593
Study Reading Skills	0	0	30	130	26	80	0	4	2.35747
Literary Reading Skills	ō	Ō	23	137	21	85	Ō	4	2,17187
Mechanics and Usage	ō	õ	7	153	8	98	0	4	1,46162
Oral Communication	ō	ŏ	14	146	5	101	õ	4	1.89261
Written Communication	ŏ	ŏ	13	147	10	95	ŏ	4	.53827
	ŏ	ŏ	34	126	22	63	õ	.4	1.07092
Formal Composition	õ	õ	53	107	34	72	ō	4	
Creative Writing	ő	· õ	37	123	19	87			1.96239
Critical Thinking							1	3	1,07225
Listening	0	0	14	144	14	90	2	2	7,41202*
Discussion Group Technique	0	0	38	120	25	81	2	2	1.47263
OWN TEACHING ABILITY					• •	6.0			B 510 5 4 6
Literature	0	0	30	129	11	95	1	3	3.75137
Drama	0	.0	59	99	36	70	з	1	2.89813
Essay	0	0	68	92	39	67	3	1	2,83416
History, English Language	0	0	63	96	45	61	3	1	2.11 37
Formal Grammar	0	0	16	144	12	94	1	з	.97710
Linguistic Grammar	0	0	86	73	55	51	2	2	.14004
Journalism	0	С	106	53	71	35	3	1	.12274
Library Science	0	0	96	63	53	52	4	0	5,58276
Speech Arts	. Õ	ō	56	100	38	68	2	2	.33609
Basic Reading Skills	ŏ	ŏ	40	119	25	81	1	3	08539
	ŏ	õ	37	122	20	85	ō	4	1,77038
Study Reading Skills	ŏ	ŏ	23	137	14	92	ŏ	4	.71822
Literary Reading Skills	ŏ	õ	23	150	- 14	92	ŏ	4	.35796
Mechanics and Usage	-						0		
Oral Communication	0	0	20	140	6	99	-	4	3.77777
Written Communication	0	0	17	143	12	. 94	0	4	.52075
Formal Composition	0	0	36	123	18	87	0	4	2.21302
Creative Writing	0	0	59	101	28	78	3	1	6.31114*
Critical Thinking	0	0	54	105	30	76	2	2	1.54379
Listening	0	0	24	135	14	92	1	з	•54 3 90
Discussion Group Technique	0	0	47	113	2 2	84	2	2	3,62161
COMPETENCE IN PRACTICES,									
MATERIALS, OR DEVICES									
Group Teaching	` O	0	54	103	32	74	1	3	.61597
Team leaching	õ	ŏ	87	70	51	55	3	ĩ	2,15581
Teaching Machines	õ	õ	105	54	60	45	4	ō	4,52657
Radio and Television	ő	õ		- 65	48	55	4	ů	7,14293*
	0	ŏ	. 93	75	38	65	4	ŏ	10.88040**
Other Programmed Learning	0 0	0	42	116	27	79	2	2	1.19243
Newspapers		0		106	32	74		2	.71811
Trips and Excursions	0		49				2.	23	
Parent Conferences	Ö	0	29	130	16	90	1		.62239
Evaluation	· 0	0	23	136	8	98	2	2	8,19952*
Standardized Testing	0	0	27	133	16	89	1	3	.34586
Informal Testing	0	0	18	142	9	97	1	3	1,45721
Interpreting Data in Files	0	0	33	126	22	84	1	3	.04308
Group Reports	O	0	43	116	18	88	2	2	5.19031
Socio Dramas; Role Playing	0	0	73	86	40	65	3	1	3,23787
Book Reviews	0	0	33	123	13	91	2	2	5,90544
KNOWLEDGE OF MATERIALS,	-	-							
SOURCES TO MAKE CLASSES									
	0	0	26	134	15	91	1	3	. 48956
INTERESTING, INFORMATIVE	0	0	20	104	10	71	-	5	s-10 / 00
ABILITY TO ORGANIZE AND		0	,	15 4	^	100	0	~	15405
CONTROL CLASSROOM	. 0	0	ó	154	4	102	U	4	.15625
ABILITY TO DIRECT EXTRA-	-						-	_	
CURRICULAR ACTIVITIES	0	С	45	114	20	86	1	3	3.05757
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	. 0	0	19	140	6	96	0	4	3.10032
Homogeneous Classes	0	0	9	144	3	98	0	4	1,36152
A. Fast Group	0	õ	10	147	7	. 97	0	4	,29200
B. Slow Group	0	õ	46	111	20	85	ĩ	3	3,50936
	. 0	ő	- 8	152	3	103	Ō	4	.94054
C. Average Group									

 Ungraded Classes
 0
 0
 53
 100
 .44
 55

 NL- None or Little
 AO - Adequate or Outstanding

 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

 *Significant Differences
 .05 level
 #Average Class Size Over 30

 **Significant Differences
 .01 level
 #Haverage Class Size Less Than 30

the respondents' feelings of confidence in their own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the six items for which significant differences are shown, respondents who have an average class size of more than thirty students show the highest confidence with respect to five items (#); respondents who have an average class size of fewer than thirty students show the highest confidence with respect to one item (##).

In general, respondents whose average English class size is more than thirty students, feel more confident than respondents whose English classes average fewer than thirty students.

Table XXIV

Data in Table XXIV are in terms of supervisory assistance from a specialist in teaching the language arts. One significant difference exists among the respondents with respect to their feelings of academic competency; one significant difference exists with respect to the respondents' feelings of confidence in their own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the two items for which significant differences are shown, teachers who have supervisory assistance show the highest con-fidence with respect to both items (#).

When significant differences exist, respondents who have supervisory assistance seem to feel more confident than those respondents who do not.

Two hundred seventy completed, usable returns were received from the 510 check lists sent to 172 schools. The returns were processed by the computing center at Oklahoma State University. When the responses had been compiled, the data were subjected to treatment by the Chi-Square

TABLE XXIV

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FREQUENCY DISTRIBUTION OF RESPONSES WITH REGARD TO SUPERVISORY ASSISTANCE FROM A SPECIALIST IN TEACHING THE LANGUAGE ARTS • .• `

TEMS OF RESPONSE					
ONFIDENCE IN:	NL	AO	NI.	AO	Chi-Squa
WN ACADEMIC COMPETENCE					
Literature	1	21	48	199	3,00545
Drama	6	16	103	143	1.78323
Essay	7	15	109	139	1.21402
History, English Language	11		104	142	.49174
Formal Grammar	2	20	31	215	.23051
Linguistic Grammar	13	9	146	101	.00000
Journalism	14	ś	157	90	.00004
Library Science	13	. 8	133	113	,47987
Speech Arts	2	20	83	165	5,56675*
Basic Reading Skills	4	18	61	187	.45494
Study Reading Skills	3	19	53	195	73538
Literary Reading Skills	3	19	41	207	.12423
Mechanics and Usage	õ	22	15	233	1,40891
Oral Communication	. õ	22	19	229	1.81307
Written Communication	1	20	22	226	,41806
Formal Composition	5	16	51	197	.12367
	7	15	80	168	.00179
Creative Writing	3		54		
Critical Thinking		19 21	54 29	194 215	.80352 1.08649
Listening Discussion Group Tachnicus	1 6	21 16	29 59		
Discussion Group Technique	D	10	59	187	.11890
WN TEACHING ABILITY		21	41	206	2,22761
Literature	1			156	
Drama	8	14 14	90 102	156	.00042 .19007
Issay	8				
History, English Language	10	12	101	146	,17360
Formal Grammar	0	22	29	219	2.88214
Linguistic Grammar	9	13	134	113	1.44411
Journalism	15	7	165	82	.01738
Library Science	14	8	139	107	.41933
Speech Arts	5	17	. 93	153	1.97916
Basic Reading Skills	3	19	- 63	184	1.53713
Study Reading Skills	2	19	55	192	1.87699
Literary Reading Skills	3	19	34	214	•00009
Mechanics and Usage	1	21	15	232	.08424
Oral Communication	0	. 22	26	221	2.56356
Written Communication	3	19	26	222	.20947
Formal Composition	4	18	50	196	.05766
Creative Writing	7	15	83	165	.02474
Critical ^I hinking	2	20	84	163	5.76660*
Listening	1 .	21	38	209	1.91456
Discussion Group Technique	4	18 .	67	181	.81371
OMPETENCE IN PRACTICES,		the second second	,	· · · ·	
ATERIALS, OR DEVICES					
Group Teaching	7	15	80	165	,00640
Team Teaching	9	13	132	113	1,36234
Teaching Machines	12	10	157	: 89	.74586
Radio and Television	10	12	135	108	.83072
Other Programmed Learning	8	14	118	126	1.16504
Newspapers	7	15	64	182	,34906
Trips and Excursions	9	13	74	169	1.02539
Parent Conferences	4	18	42	205	.01976
Evaluation	1	21	32	215	1,32751
Standardized Testing	5	17	39	208	.71068
Informal Testing	2	20	26	222	.04218
Interpreting Data in Files	5	17	51	196	.05299
Group Reports	4	18	59	168	.36656
Socio Dramas: Role Playing	7	15	109	137	1.28341
Book Reviews	5	17	43	199	.33333
NOWLEDGE OF MATERIALS,	*	•		•••	•
OURCES TO MAKE CLASSES		and the second		· · · · · · · · · · · · · · · · · · ·	
NTERESTING, INFORMATIVE	3	19	39	209	.06716
		17			
BILITY TO ORGANIZE AND			9	239	.04758
ONTROL CLASSROOM		. 21	У	239	•04/JB
BILITY TO DIRECT EXTRA-			F.A.	100	.68635
URRICULAR ACTIVITIES	1	15	59	188	.00033
BILITY TO HANDLE CLASSES	· _				0.0757/
Heterogeneous Classes	0	21	25	219	2,37576
Homogeneous Classes	0	21	12	225	1.11515
A. Fast Group	2	19	15	229	.36713
B. Slow Group	7	15	60	184	.55950
C. Average Group	0	22	11	237	1.01724
Ungraded Classes		13	82		.07112
L - None or Little	AO - Adequate or O				

eeun.

technique to determine significant differences in the responses.

The treated data have been presented in Tables I through XXIV. According to the data shown in the tables, the number of significant differences in relation to feelings of confidence in academic preparation ranges from 0 to 15 in the various tables. The number of significant differences in relation to feelings of confidence in teaching ability ranges from 0 to 22 in the various tables. These significant differences will be further discussed in Chapter V.

According to the data of the study, as shown in Tables I through XXIV, the number of significant differences in regard to the variables of the study related to confidence range from 0 to 32. These significant differences will be further discussed in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Educators are showing increasing concern about the quantity and quality of English currently taught in the public schools. Many recently published documents concerning education have been in the form of criticism of the teaching of English and of the teacher of English. The self-confident and competent teacher remains the central element in the English program. A uthorities recognize that the attitudes of teachers and the teachers' feelings of competency greatly affect their effectiveness in the classroom and the quality of their teaching. The attitude of the teacher of English toward his own competencies could be an important factor in relation to his success in the classroom.

Problem of the Study

The current study was, therefore, concerned with the feelings of teachers who are currently teaching English in approved junior high schools of Oklahoma toward their own academic and professional competence. It is also concerned with whether or not significant differences exist among these teachers in terms of certain selected factors in their educational backgrounds and experiences.

The major purpose of the study was to determine the confidence or

lack of confidence with which teachers of English in approved junior high schools of Oklahoma regard their own academic and professional competence. A second purpose was to compare the confidence shown by these teachers with such factors as the type of institution in which the teachers were prepared, the degree held, the courses taken, participation in professional organizations, highest type of certification, source of certification, and teaching experience.

The study was based on the hypothesis that the confidence of teachers employed to teach English in the junior high schools of Oklahoma is related to their academic and professional training. The study was also based on the hypothesis that a stratified random sampling, with data treated by the Chi-Square formula, will reveal significant differences among teachers in relation to certain variables. These data can be regarded as significant and not due to chance when the probability level is .05 or less.

The study included a sampling of those teachers who teach two or more classes of English in the seventh, eighth, or ninth grades of these schools in Oklahoma which have approved junior high schools.

Procedures of the Study

A survey was made of available professional literature relative to the attitudes of teachers, the preparation of teachers of English with respect to their own competencies, and the certification of teachers of English in Oklahoma. A letter was sent to each of the sixteen colleges and universities in Oklahoma approved for teacher certification. Charts were compiled to show the similarities and differences for the certification of teachers among the sixteen colleges and universities. A list of the 305 approved junior high schools in Oklahoma was obtained from the Oklahoma State Department of Education. A letter was sent to the principal of each of the schools to determine the number of teachers who were currently teaching two or more classes of English. A total of 790 junior high teachers met the criteria. A stratified random sampling technique was used to determine 400 possible respondents for the study.

A teacher self-confidence assessment sheet and a personal data sheet were prepared and submitted to sixteen recognized writers and educators in the field of language arts for evaluation and for suggestions for improvement. The suggestions from the jury of experts were compiled and changes were made in the instrument. The revised instrument was then submitted to ten teachers of English teaching at that time in two approved junior high schools of Oklahoma. This trial run was for clarification and improvement of the instrument and for determining the approximate time required for checking the questionnaire. Revisions were made and the check lists were then sent to the respondents selected for the study. Chi-Square statistical tests were applied to the data received from the respondents to evaluate findings.

Summary of Findings

The details of the findings of the study are given in Tables 1 through XXIV, in Chapter IV. From those tables, a summary table, Table XXV, was compiled.

A study of the data presented in Table XXV reveals that significant differences in confidence in academic preparation are related to the

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Formal Granmar													,	<		x					×								
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Journalism						×	×			×		×	x :	ć	×х	×	×			× 1			×						1
Library Science	1	×			×	×	×	×				·· ×				x x				-									
Speech Arts									×	×х	×	*	x 3	ć	×х	×					· •							×	1
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Study Reading Skills		~		^													0												
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Linguistic Grammar							×										×				×				×				
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Library Science			-			^		×		~		~			x														
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Basic Reading Skills		×											,	•														•	
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Mechanics and Usage					x											*													
Orul Communication						x				x		×												1	K				
Written Communication		×				x																			×				
Formal Composition			x			x											×						×		×			ĸ	
Creative Writing						x						×						x						1	ĸ			×	
Critical Thinking												x	1	ĸ	x	×			x				×		×			x	
Listening								x								×													
Discussion Group Techniqu	Je					×		x	x	хх	x	×	x		хх	×х	×								×				1
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AIERIALS, OR DEVICES																													
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Team Teaching					x																×								
feaching Machines						×				¥	×							хх			×								
kadio and felevision							. ¥	¥		¥	×	×		<i>.</i>							x							×	
Other Programmed Learning	n					-	×	x				×						x			×							x	
Newspapers	7	¥				¥	x	×										×		×			×		×		×		
frips and Excursions		^				~	÷	÷.	×	x	×										×								
Parent Conferences		×			¥							×			×											×			
Evaluation		-				×		*					×		¥	¥										x		×	
Standardized Testing						<u> </u>		^					x		÷.	x													
Informal Testing													Ĵ.		^	^										xx			
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Book Reviews			•		^	^	•		•			^		•	^	^	•			ĸ	^								•
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OUNCES TO MAKE CLASSES																													
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DITERUL CLASSROOM				х				3	ĸ				2	¢	•														
MILITY TO DIRECT EXTRA-																						•							
URRICULAR ACTIVITIES		×										х			x								x x		x				
BILITY TO HANDLE CLASSES																													
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Homogeneous Classes		×	,	x	â	×		x																					
A. Fast Group		^			Ŷ	ç		2								×			x						×				
B. Slow Group		~			^	^		^								^			^		×		^		· ·				
		^																								^			
C Automatic Contract																X,													
C. Average Group Ungraded Classes										хх				-															

TABLE XXV SUWWARY TABLE OF SIGNIFICANT DIFFERENCES IN ALL AREAS OF CONFIDENCE IN RELATION TO ALL VARIABLES OF THE STUDY

Ungraded Classes x x Total Number of Significant Differences 4652682133

or Ifferences 4 6 5 2 6 8 2 13 3 32 13 22 12 10 9 11 22 3 10 19 18 9 16 8 11 5 3 4 0 3 6 4 5 5 3 12 0 1 2 2 15 18 4 5 3 4 4 0 10 7 6 2 407

variables of the study as follows:

Area of Academic Preparation

Number of Variables

Literature	14
Journalism	14
Speech Arts	12
Essay	9
Formal Composition	9
Library Science	8
Discussion Group Technique	8
Drama	7
Listening	7
Critical Thinking	6
History, English Language	5
Literary Reading Skills	5
Oral Communication	5
Written Communication	5
Mechanics and Usage	4
Formal Grammar	3
Basic Reading Skills	3
Creative Writing	. 3
Linguistic Grammar	2
Study Reading Skills	2

A further study of the data presented in Table XXV reveals that significant differences in confidence in teaching ability are related to the variables of the study as follows:

Area of Professional Competence Number of Variables

Socio Dramas; Role Playing	15
Journalism	14
Discussion Group Technique	14
Book Reviews	14
Speech Arts	12
Drama	10
Radio and Television	9
Newspapers	9
Informal Testing	9
Essay	8
Critical Thinking	8
Literature	7
Literary Reading Skills	7
Evaluation	7
Interesting, Informative Classes	7
Homogeneous, Fast Group	7
History, English Language	6

Formal Composition Teaching Machines Other Programmed Learning Trips and Excursions Parent Conferences Extra-Curricular Activities Ungraded Classes Creative Writing Standardized Testing Interpreting Data in Files Heterogeneous Classes Homogeneous Classes Formal Grammar Linguistic Grammar Library Science Oral Communication Written Communication Group Teaching Group Reports Basic Reading Skills Control of Classroom Homogeneous, Slow Group Study Reading Skills Mechanics and Usage Listening Team Teaching Homogeneous, Average Group

A further study of the data in Table XXV show that the significant differences in confidence in combined academic and professional competency are related to the variables of the study as follows:

Variables of the Study N

Number of Significant Differences

6

6

6

6

6

6

6 5

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4

4

4

4

4

3 3

3

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2 2

2

Improvement of Preparation (Literary Reading) Improvement of Preparation (Professional Literature) Reading the English Journal Attending Meetings and Conferences - OCTE Reporting on Attended Meetings - OCTE Secondary Subject Field or Fields Reading the Oklahoma English Bulletins	- 32 22 19 18 18 16
Certificate upon which current assignment is based	15
Date of last college hours in English preparation	13
English Preparation Improvement (Traveling)	13
Paying Dues to National Council of Teachers of English	12
Number of college hours in Speech	12
Taking Part on Programs - NCTE	11
Undergraduate Major or Majors	11
Attending Meetings and Conferences - NCTE	10

Paying Dues - OCTE	10
Number of classes of English taught per day	10
Reporting on attending meetings - NCTE	9
Taking part on programs - OCTE	9
Date of highest degree	8
Contributing to the OCTE Newsletter	8
Number of classes taught per day other than English	7
Source of support of institution of undergraduate work	6
Highest degree held	6
Course work - English Literature	6
Average size of English classes	6
Type of institution of graduate preparation	5
Graduate Major or Majors	5
Course work - World Literature	5
Course work - Journalism	5
Total years teaching experience - Junior High	5
Type of institution of undergraduate preparation	4
Graduate Minor or Minors	4
Course work - American Literature	4
Total years teaching experience, current year included	4
Total years teaching English 1 - 15 years	4
Total years teaching English 16- 30 years	4
Semester hours in English since Oklahoma certification	3
Contributing to The English Journal	3
Undergraduate Minor or Minors	3
Course work - Oral English	3
Course work - Library Science	3
Total years teaching experience - Senior High	3
Source of support of graduate institution	2
Date of last college hours	2
Number college hours of literature in general courses	2
Number college hours of literature in special areas	2
Supervisory assistance from specialist in Language Arts	2
Course work - History, English Language	1
Course work - Written English	0 0
Course work - Dramatics	Õ
Total years Teaching English (31 or more)	Õ
	~

From the data of the study, as shown in Tables I through XXIV and as summarized in Table XXV, greatest confidence is shown by those respondents who:

attended state and private colleges as undergraduates and state colleges and universities for graduate work; hold Master of Teaching and Master of Arts degrees; have held higher degrees longer than those whose degrees are more recent

did last work before 1960; did last work in English since

1950; and have done 20 hours or more since Oklahoma certification

have done much literary reading, much traveling, much reading of professional literature

participate in the National Council of Teachers of English by paying dues, attending meetings and conferences, reporting on meetings to own faculty, taking part on programs, reading The English Journal, contributing to The English Journal

participate in the Oklahoma Council of Teachers of English by paying dues, attending meetings and conferences, reporting on meetings to own faculty, taking part on programs, reading the Oklahoma English Bulletin, contributing to the Oklahoma Council of Teachers of English Newsletter

majored in subjects other than English at the undergraduate level; majored in English at the graduate level minored in English at the undergraduate level; minored in subjects other than English at the graduate level

had taken more than 12 college hours in oral English, English Literature, World Literature, Journalism, Speech, ^History and Structure of the English Language, and special areas in literature

had current assignment based upon a secondary certificate, had certification in subject fields other than English; had taught more than 10 years elementary school, more than 10 years in junior high school, and fewer than 10 years in senior high school

had teaching experience from 21 to 30 years; taught 4 or more classed of English per day; taught 1 or 2 classes of subjects other than English per day; had an average of more than 30 students in classes of English per day; and had supervisory assistance.

Conclusions

From the detailed data presented in Tables I through XXIV and summarized in Table XXV, the following conclusions may be drawn:

Teachers currently teaching two or more classes of English in approved junior high schools of Oklahoma evidence significant differences in their feelings of confidence with respect to both their academic competence and their professional competence. The differences in confidences are greater with respect to 1950; and have done 20 hours or more since Oklahoma certification

have done much literary reading, much traveling, much reading of professional literature

participate in the National Council of Teachers of English by paying dues, attending meetings and conferences, reporting on meetings to own faculty, taking part on programs, reading The English Journal, contributing to The English Journal

participate in the Oklahoma Council of Teachers of English by paying dues, attending meetings and conferences, reporting on meetings to own faculty, taking part on programs, reading the Oklahoma English Bulletin, contributing to the Oklahoma Council of Teachers of English Newsletter

majored in subjects other than English at the undergraduate level; majored in English at the graduate level minored in English at the undergraduate level; minored in subjects other than English at the graduate level

had taken more than 12 college hours in oral English, English Literature, World Literature, Journalism, Speech, ^History and Structure of the English Language, and special areas in literature

had current assignment based upon a secondary certificate, had certification in subject fields other than English; had taught more than 10 years elementary school, more than 10 years in junior high school, and fewer than 10 years in senior high school

had teaching experience from 21 to 30 years; taught 4 or more classed of English per day; taught 1 or 2 classes of subjects other than English per day; had an average of more than 30 students in classes of English per day; and had supervisory assistance.

Conclusions

From the detailed data presented in Tables I through XXIV and summarized in Table XXV, the following conclusions may be drawn:

Teachers currently teaching two or more classes of English in approved junior high schools of Oklahoma evidence significant differences in their feelings of confidence with respect to both their academic competence and their professional competence. The differences in confidences are greater with respect to professional competence than with respect to academic competence.

Wide reading, extensive travel, and attendance at and participation in professional meetings increase teachers' feelings of competency.

Experience, especially at the elementary or junior high school level results in more confidence, particularly with respect to professional competence.

A degree, especially a master's degree, held for several years, and the completion of recent course work in English contribute to feelings of confidence.

The holding of a secondary certificate based on at least a minor in English, and a major teaching assignment in English increases teachers' feelings of confidence and competence.

If the assumption that confidence is related to competence is accepted, teachers employed to teach English in approved junior high schools should be experienced, hold master's degrees, have completed recent course work in English, have read widely, have traveled extensively, have attended and participated in professional meetings, have at least a minor in English, have 10 or more years of teaching in English at the elementary or junior high level, have more than 20 years total teaching experiences, have a major teaching assignment in English, and hold a secondary certificate in Language Arts.

Evidence obtained from examination of the study reveals a problem confronting educators for years, namely, depth versus breadth in a course of study. On the basis of introspection on the part of this particular group, depth of study of English was not significant at the undergraduate level but was significant at the graduate level.

Recommendations

Administrators and persons responsible for the employment of teachers may find the conclusions drawn in the study a helpful guide for employing teachers.

Based upon the findings of the present study, further studies in the area may be made, such as:

- 1. a study asking teachers to identify factors in their background to which they attribute their confidence
- 2. a study similar to the present study at the secondary level
- 3. a study similar to the present study of teachers teaching Language Arts in grades 7 and 9 in schools which do not have approved junior high school programs
- 4. more intensive study of special courses taken in relation to confidence.

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APPENDIXES

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APPENDIX A

ORIGINAL CHECK LIST SENT TO JURY OF EXPERTS

TEACHER SELF-ASSESSMENT

1.

2.

Dearee of Confidence Outstanding Adequate Φ Little None Do you feel confident of your own academic competence (knowledge) in: Literary Reading Basic Reading History of English Language Formal Grammar Linguistic Grammar Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing Library Science Logical Thinking Listening Discussion Group Technique Use of Mass Media Do you feel confident of your ability to teach: Literary Reading Basic Reading Study Reading History of English Language Formal Grammar Linguistic Grammar Mechanics and Usage Oral Communication Written Communication Formal Composition Creative Writing Library Science. Logical Thinking Listening Discussion Group Technique Use of Mass Media

			Deai	cee of (Confide	ence
			None	Little	Adequate	Outstanding
3.	Do you feel competent to use the following practices, material, or devices in your classes? Group Teaching	• • • • • • • • • • • • • • • • • • • •				
4.	Do you feel that you have adequate knows of materials and sources which can be us make your classes more interesting and m informative?	sed	to			
5.	Do you feel confident of your ability to organize and control a classroom?					
6.	Do you feel confident of your ability to direct extra-curricular activities such as plays, assemblies, yearbooks, newspapers?					
7.	Do you feel confident of your ability to handle: Heterogeneous classes Homogeneous classes, based on abili grouping					

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ч. К.

	DATA SHEET
1.	Type of institution you attended for most of your UNDERGRADUATE preparation
	University Liberal Arts College State College (Circle
2.	This institution was: Private Public (Circle
3.	Type of institution you attended for most of your GRADUATE preparation:
	University Liberal Arts College State College (Circle
4.	This institution was: Private Public (Circle
5.	What is the highest degree you hold: BA BS MA MS M.Tchg. Ed.D. Ph.I
6.	Date of highest degree Year
7.	Date of last college hours Year
8.	Date of last college hours in English preparation
9.	Number of semester hours in <u>English</u> taken since certification
10.	Have you done other things to improve your preparation to teach English,
	such as: None Little Much
	Literary Reading Travel to literary shrines Professional literature relating to teaching of language arts Others
11.	Do you participate in the NCTE by:
	<u>Always Usually Seldom Never</u>
	Paying Dues
12.	Do you participate in the OCTE by:

13. College major: undergraduate ______ graduate _____

14. College minor: undergraduate _____ graduate _____

15. How many semester hours do you have in each of the following areas: (Include both graduate and undergraduate hours.)

16. How many of your literature hours are in general courses, such as Survey of English Literature?_____

17. How many of your literature hours are in special fields such as: 18th Century, Hawthorne, Poe, Milton,

18. Teaching certificate held:

Elementary Secondary

Temporary__Provisional__Standard__Temporary__Provisional__Standard__

If secondary, in what subject field of fields are you certified:

	(1) (2) (3)
19.	Total years teaching experience Elementary Junior High Senior High
20.	Total years teaching English
21.	Number of classes of English you teach per day
22,	Number of classes of other subjects you teach per day
23.	What is the average class size of your English classes:
	Less than 2020-3030-40More
04	De you have supervisery assistance from a creciplict in teaching the

24. Do you have supervisory assistance from a specialist in teaching the language arts? Yes No (Circle)

APPENDIX B

THE JURY OF EXPERTS

THE JURY OF EXPERTS

Dr. Dwight L. Burton Florida State University Tallahassee, Florida

Dr. Michael J. Cardone University of Michigan Ann Harbor, Michigan

Dr. John I. Goodlad, Director Center for Teacher Education The University of Chicago Chicago, Illinois

Dr. Alfred H. Grommon Professor of Education and English Stanford University Stanford, California

Dr. Katherine Hamm, Associate Professor Teaching of English University of Chicago Chicago, Illinois

Dr. J. N. Hock Professor of English University of Illinois Champaign, Illinois

Dr. Albert R. Kitzhaber University of Oregon Eugene, Oregon

Dr. Albert H. Marckwardt Professor of English and Linguistics Princeton University Princeton, New Jersey Dr. Joseph E. Mersand Chairman, Department of English Jamaica High School Long Island, New York

Dr. Robert C. Pooley Professor of English University of Wisconsin

Dr. Louise M. Rosenblatt New York University New York City, New York

Dr. Edwin H. Sauer Professor of English Chicago Teachers College South Chicago, Illinois

Dr. Eugene E. Slaughter Professor of English Southeastern State College Durant, Oklahoma

Dr. Ruth G. Strickland Professor of Education Indiana University Bloomington, Indiana

Dr. Donald R. Tuttle Specialist for College English U. S. Office of Education Department of Health, Education and Welfare

Dr. David H. Russell University of California Berkeley, California

APPENDIX C

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LETTER SENT TO JURY OF EXPERTS

1-A Corner Place Stillwater, Oklahoma October 20, 1964

I am undertaking a study in which I believe you will be interested. In order to make the study, however, I will need your assistance.

I am planning a survey of which the major purpose will be to determine the degree of confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence. Other purposes of the study will be to compare the degree of confidence with such factors as type of institution in which prepared, degree held, courses taken, type of certification, fields of certification, and source of certification. Further purposes will be to compare academic and professional preparation as found in professional literature and in the state requirements for certification in Oklahoma.

A personal data sheet and a teacher self-assessment sheet has been prepared to send to the teachers of English to be chosen by stratified random sampling of the approved junior high schools of Oklahoma.

A jury, composed of professional educators who are recognized in the field of English, has been selected to evaluate the adequacy of this instrument.

You have been selected as a well-qualified person to serve on this jury.

Will you please check the enclosed data and self-assessment sheets and return them to me as soon as possible? A stamped addressed envelope is included for your convenience in returning the questionnaire to me. I hope you will feel free to add suggestions and make criticisms.

Your cooperation and participation will be greatly appreciated.

Sincerely yours,

Rachel McMillen

Enclosures

APPENDIX D

DETAILS OF SUGGESTIONS MADE BY JURORS

1 .

TEACHER-SELF ASSESSMENT SHEET

Item 1

Eight recommendations were made with respect to Item 1. Three jurors suggested substituting the word "traditional" for the word "formal." The writer decided to insert "traditional" in parenthesis after the words <u>Formal Grammar</u>.

Two jurors suggested changing the word "linguistic" to "structural." The writer decided to insert "structural" in parenthesis after the words Linguistic Grammar.

Two jurors recommended elaborating on the meaning of <u>Formal Composition</u> and distinguishing between Written Communication and <u>Formal Communication</u>. The writer decided that the teachers of English in Oklahoma would be able to interpret these two meanings; therefore, no revision was made.

One juror recommended that the term <u>Literature</u> should be more specific. English, American, World, Peotry, Fiction were added in parenthesis following the word <u>Literature</u>.

One juror suggested that a distinction should be made between <u>Written</u> <u>Communication</u> and <u>Formal Composition</u>. The writer believed that teachers of Engish in Oklahoma would know the difference in the two terms; therefore, no revision was made.

One juror suggested the addition of Literature for Adolescents as a subheading for Item 1. The writer believed that this addition would overlap

subheading 1, Literature. No revision was made.

One juror suggested the changing the word "logical" to "critical" in subheading 16. The subhead was changed to Critical Thinking and the word "logical" in parenthesis was added.

Item 2

There were nine suggestions for change in the subheadings in Item 2. No criticism was offered more than once.

One juror suggested that subheading 1 should be more specific. English, American, World, and Poetry were added in parenthesis following the word <u>Literture</u>.

One juror recommended changing the word "formal" to "traditional" in subheading 6. The word "traditional" was added in parenthesis after the words <u>Formal Grammar</u>.

One juror recommended making a distinction between <u>Written Communi</u>-<u>cation</u> and <u>Formal Composition</u>. The writer decided that teachers of English in Oklahoma would know the difference in the two terms; therefore, no revision was made.

One juror suggested adding the word "skills" after Basic Reading, subheading 3. This revision was made. The writer decided to add the word "skills" after subheading 4 also making this subheading read <u>Study</u> <u>Reading Skills</u>.

As a subheading of Item 2, one juror suggested the addition of the term "Literature for Adolescents." The writer believed that this addition would overlap subheading 1 <u>Literature</u>. No revision was made.

One juror asked this question, "Should junior high school teachers

teach library science or discussion group techniques?" This question was in reference to subheading 14 and subheading 18. In many junior high schools in Oklahoma, library science is an added enrichment to the curriculum. Discussion groups are accepted teaching techniques in Oklahoma.

One juror suggested grouping the subheadings relating to skills together and grouping subheadings relating to subject matter together. The writer believed the suggestion applicable to both Items 1 and 2; therfore, this revision was made for both Items 1 and 2.

Item 3

Six recommendations were made with respect to Item 3. One juror suggested that a distinction should be made between Group Teaching and Team Teaching. The writer decided that the respondents could interpret the intended meanings. No revision was made.

One juror suggested that an overlap existed in subheading 3 and subheading 14, <u>Teaching Machines and Programmed Learning</u>. The writer decided that these subheadings do not overlap; therefore, no revision was made. Due to this suggestion, however, these subheadings were regrouped so that the criticized items were placed consecutively.

Item 4

Item 4 was concerned with the feelings of competence of the teachers with respect to having adequate knowledge of materials and sources which can be used to make classes more interesting and informative. No criticisms or suggestions for change were offered by the jury of experts; no revisions were made. Item 5 was concerned with the feeling of competence of the teachers with regard to their ability to organize and control a classroom. No juror suggested revision or change. No revision was made.

Item 6

Item 6 was concerned with the feelings of competence of the teachers with regard to their ability to direct extra-curricular activities. No juror suggested revision or change. No revision was made.

Item 7

Item 7 was concerned with the feelings of competence of the teachers with regard to their ability to handle several kinds of classes.

One juror suggested adding "average group" as subtopic b and making "slow group" subtopic c. This revision was made.

Details of changes made in response to jury suggestions.

Personal Data Sheet

Items 1, 2, 3, and 4 on the personal data sheet was concerned with the type of institution attended by the respondent.

Several suggestions for improvement were made by the various jurors: Add the word "other" to Items 1, 2, 3, and 4

Provide for 2 years junior college and 2 years in a 4 year institution. Substitute the word "is" for "was" in Items 2 and 4.

The word "other" was added to Item 1 only. Revision in format was made in Items 1, 2, 3, and 4.

For Item 4, no criticisms or suggestions for change were offered by the jury of experts. No revisions were made.

Items 5, 6, and 7 refer to college hours completed and degree or degrees held by the respondent. No revision was suggested; no revision was made.

Item 8 was concerned with the date of last college hours in English preparation. No revision was suggested; therefore, no revision was made.

Item 9 was concerned with number of semester hours in English taken since certification in English. One juror asked that provision be made for those respondents who went to college using the quarter system. In Item 15, provision for such respondents was included. In Item 9 the word Oklahoma was inserted before the word certification.

Item 10 was concerned with improvement of preparation to teach English. One juror suggested the addition of the word "Research" to Item 10 as a subheading. The writer decided that this suggestion was not applicable to teachers of English in junior high school. No revision was made.

Item 11 was concerned with the preparation of the teachers in the National Council of Teachers of English (NCTE). One juror suggested changing the word "Meetings" to "Convention." This subheading was changed to "Attending Meetings and Conferences." As a subheading of Item 11 one juror suggested the addition of "Giving Talks on Meetings." Due to this suggestion the following subheading was added to Item 11: "Reporting to own faculty on meetings attended."

Item 12 was concerned with the participation of the teachers in the Oklahoma Council of Teachers of English (OCTE). The changes made in Item 11 were also made in Item 12.

Items 13, 14, 15, 16, and 17 were concerned with college majors, minors, and course work. The following suggestions for improvement

were made:

Make space for more than one major and minor in Items 13 and 14. Add a literary genre to Item 14. Question the use of the word "semester" in Item 15. Specify Composition, Rhetoric, Creative, etc. in subheading l of Item 15. Add "Beyond Freshman English" to Item 15. Add the word "World" under Literature in Item 15. Add <u>Structural</u> and <u>Transformational</u> grammars to Item 15. Add Literary Criticisms to Item 15. Differentiate between period, major author, and genre (novel, drama courses) in Item 17. The following revisions were made: More space was provided for majors and minors in Items 13 and 14. The word "semester" was excluded from Item 15 The word "World" was added to subheading 3 in Item 15. The writer did not believe "Literature for Adolescents" to be pertinent to this study. This subheading was not added. The writer decided that "Literary Criticisms" had no place as a subheading of Item 15. "History and Structure of the Language" was added in subheading 8 of Item 15. Beyond freshman composition was added in parenthesis to subheading 8. A distinction for literary genre was made in Item 17 instead of to Item 15. The writer dediced to not specify Composition, Rhetoric, Creative, and other types of written English to subhead-

ing 1 of Item 15.

Items 18, 19, 20, 21, 22, 23, and 24 were concerned with certification, teaching fields, experience in teaching, and present employment of

respondent.

The members of the jury made no suggestions for improvement for these items of the instrument. However, the writer did make a few changes in the format of this section.

APPENDIX E

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SUMMARY OF CHECK LIST REVISIONS SUGGESTED BY JURORS

SUMMARY OF CHECK LIST REVISIONS SUGGESTED BY JURORS

"The revised version of Item 1 showing the accepted recommendations

of the jurors is as follows:

*Literature (including English, American, World, Poetry, Fiction) Drama Essay History of English Language *Formal Grammar (traditional) *Linguistic Grammar (structural) Journalism Library Science Speech Arts Literary Reading Basic Reading Skills Study Reading Skills Mechanics and Usage Oral Communication *Written Communication *Formal Composition Creative Writing *Critical Thinking (logical) Listening Discussion Group Technique

The revised version of Item 2 showing the accepted recommendations of

the jurors is as follows:

٩_i,

*Literature (including English, American, World, Poetry, Fiction) Drama Essay History of English Language *Formal Grammar (traditional) *Linguistic Grammar (structural) Journalism Library Science Speech Arts Literary Reading Basic Reading Skills Study Reading Skills Mechanics and Usage Oral Communication *Written Communication *Formal Composition Creative Writing *Critical Thinking (logical) Listening Discussion Group Technique

The revised version of Item 3 is as follows:

Group Teaching Team Teaching *Other Programmed Learning *Teaching Machines Radio and Television Newspapers Trips and Excursions Parent Conferences Evaluation Standard Testing Informal Testing *Interpreting Data in Files Group Reports Socio Dramas and Role Playing Book Reviews Others

- 4. Do you feel that you have adequate knowledge of materials and sources which can be used to make your classes more interesting and more informative?
- 5. Do you feel confident of your ability to organize and control a classroom?
- 6. Do you feel confident of your ability to direct extra-curricular activities such as plays, assemblies, yearbooks, newspapers?

The revised version of Item 7 is as follows:

Heterogeneous classes Homogeneous classes, based on ability grouping a. fast group b. average group

- c. slow group
- Ungraded classes

APPENDIX F

REVISED CHECK LIST FOR TRIAL RUN

Revised Check List for Trial Run

i

TEACHER SELF-ASSESSMENT

		Degree	of C	onfide	nce
					Outstanding
		;		e	di
			- U	Adequate	ал
1.	Do you feel confident of your own aca-	۵)	tt]	nb	st
	demic competence (knowledge) in:	None		Ū.	rt
	Literature (including English,	ž	L'i	Å	õ
	American, World, Poetry, Fiction) .				
	Drama				
	Essay :	and instantik fight			i a marini paringana
	History of English Language	~ <u></u>			
	Formal Grammar (traditional).				
	Linguistic Grammar (structural)		(annemi estagat)		
	Journalism	-			OCAL STREET, NAME
					-
	-	Children Street	distantiants.		and the second second
	Literary'Reading	which is a state of the local of		3. 	Logist dimensionly
	Basic Reading Skills,			-	Manakarine paka
	Study Reading Skills				00000000000000000000000000000000000000
	Mechanic and Usage	·			
	Oral Communication				
	Written Communication	CHRISTING CHRIST			د میں الکر میں الکر میں میں ا
	Formal Composition				
	Creative Writing	e			<u> </u>
	Critical Thinking (logical)			Constant research	
	Listening	ومستابهبيض	واللعدي متساغيرهم	C	******
	Discussion Group Technique	·		<u></u>	<u></u>
2.	Do you feel confident of your ability to				
	teach:	•			
	Literature (including English,				
	American, World, Poetry, Fiction) .			(Mangang Street)	- 330-000-27076-000Py
	Drama				armybl Texa addelladd
	Essay				CH 400 HIL (1990)
	History of English Language	(acaptaneticaper)			
	Formal Grammar (traditional)				
	Linguistic Grammar (structural)				
	Journalism				
	Library Science				
	Speech Arts	and the second s			
	Literary Reading				
	Basic Reading Skills			, _,	
	Study Reading Skills.	(Head and Descent)			· · · · ·
	Mechanic and Usage				
	Oral Communication	******		· ·	
	Formal Composition		⁻	·	
	•	P	·		
	Creative Writing	······································		<u> </u>	بدیر محمد ہ
	Critical Thinking (logical)				en a ser
	Listening		Construction of the local division of the lo		
	Discussion Group Technique			(1997)	
	Use of Mass Media • • • • • • • • • • •		·		

3.	Do you feel competent to use the following practices, materials, or devices in your classes? Group Teaching		Little	Adequate	Outstanding
4.	Do you feel that you have adequate knowledge of materials and sources which can be used to make your classes more interesting and more informative?	o	·		
5.	Do you feel confident of your ability to organize and control a classroom?	م ب			citilis(7)ye kyakkes
6.	Do you feel confident of your ability to direct extra-curricular activities such as plays, assemblies, yearbooks, newspapers?	0	<u></u>		
7.	Do you feel confident of your ability to handle: Heterogeneous classes	9			, 2012: 1.5(7);0 anati (107:10) anati (107:10)
	c. average group	•			

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Degree of Confidence

DATA SHEET

1.	Type of institution you attended for 50 per cent or more of your UNDERGRADUATE preparation:
	UniversityLiberal Arts CollegeState CollegeOther
2.	This institution was: PrivatePublic
з.	Type of institution you attended for most of your GRADUATE preparation:
	UniversityLiberal Arts CollegeState College
4.	This institution was: PrivatePublic
5.2	What is the highest degree you hold: BABSMAMSM.TchgEd.DPh.D
6.	Date of highest degree Year
7.	Date of last college hours Year
8.	Date of last college hours in <u>English</u> preparation
9.	Number of semester hours in English taken since Oklahoma certification
10.	Have you done other things to improve your preparation to teach English such as: None Little Much Literary Reading Travel to places of literary interest Professional literature relating to teaching of language arts Others
11.	Do you participate in the NCTE by: Always Usually Seldom Never
	Paying Dues
12.	Do you participate in the OCTE by:
	Paying Dues

13.	College major or majors: undergraduate
	graduate
14.	College minor or minors: undergraduate
	graduate
15.	How many hours do you have in each of the following areas: (Including both graduate and undergraduate hours.)
	Semester hours Quarter hours Written English
la de la	English
	World
	Dramatics Journalism
	Library Science
	Speech
	of English Language
	(beyond Freshman composition
16.	How many of literature hours are in general courses, such as Survey of English literature?
17.	How many of your literature hours are in special areas (such as: Special Periods-16th Century, Romance, etc.; Single Authors-Milton, Poe, etc.; Literary genre-Novel, Poetry, Drama, etc.)
18.	Teaching certificate held: <u>Elementary</u> or <u>Secondary</u>
	Temporary Provisional Standard
	If secondary, in what subject field or fields are you certified:
	(1) (2) (3)
19.	Total years teaching experience
20.	Total years teaching English
21.	Number of classes of English you teach per day
22.	Number of classes of other subjects you teach per day
23.	What is the average class size of your English classes:
14. s.	Less than 2020-3030-40More
24.	Do you have supervisory assistance from a specialist in teaching the language arts Yes

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APPENDIX G

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DETAILS AND SUMMARY OF SUGGESTIONS OBTAINED BY THE TRIAL RUN

Details and Summary of Suggestions Obtained by the Trial Run

- Subheading 10, <u>Literary Reading</u>, of Items 1 and 2 should be changed to <u>Literary Reading Skills</u>. This subheading should follow <u>Study Reading Skills</u> making it subheading 12 in both Item 1 and Item 2.
- Subheading 1 of Item 3 should be clarified by adding in parenthesis these words - "Instructional grouping within a class."
- Subheading 3 of Item 3 is misplaced. This subheading should follow the subheading <u>Radio</u> and <u>Television</u> making it subheading 5.
 - Subheading 10 should be <u>Standardized Testing</u>, not <u>Standard</u> <u>Testing</u>.
 - Spaces for checking should be provided after subheading 16, <u>Others</u>.
 - The work "Little" should be changed to "Some" under Item 10 on the Data Sheet.
 - The work "informal" should be added after subheading 2 of Item 15.
- The space lines for checking should be omitted after subheading 3 of Item 15.
 - Subheading 4 should be moved to follow subheading <u>Speech</u>. The words "and Play Production" should be added to subheading 4.
 - Subheading 7 should be followed by the words "technical or formal." These words should be in parenthesis.
 - The parenthesis hould be clased after subheading 8.
- Item 18 should be changed to read "Type of certificate on which you are currently assigned."
- Item 19 should be changed to read "Total years teaching experience including 1964-65."
- Item 21 should be changed to read "Number of Classes of English you are teaching per day."

The suggested revisions were made and the final form of the questionnaire to be used in the study was developed and printed in booklet form.

APPENDIX H

FINAL CHECK LIST USED TO GATHER DATA

ATTITUDES OF TEACHERS OF ENGLISH IN CERTAIN OKLAHOMA JUNIOR HIGH SCHOOLS TOWARD THEIR OWN COMPETENCIES

Oklahoma

Spring 1965

Rachel McMillen Stillwater Junior High School Stillwater, Oklahoma

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Authoritative Comments about the Study

"Your questionnaire seems well made to obtain information about English teachers . . . How can I obtain a report of your findings? and when?

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Eugene E. Slaughter Head, Department of English Southeastern State College Durant, Oklahoma

"You have made a good start. Many of us will be interested in your findings. I hope you will submit a report to <u>The English Journal</u>.

Alfred H. Grommon Professor of Education and English Stanford University

"Thank you for sending me a copy of the questionnaire you propose to distribute to teachers of English in junior high schools of Oklahoma. I am greatly interested in it and think it can prove to be extraordinarily significant. I hope that you will let me know what the results are.

> J. N. Hook Professor of Education University of Illinois

"Your proposed study of the attitudes of teachers of English with respect to their own proficiency in the various areas of English and their feelings of competence with respect to the teaching of English should produce results that will be significant in the preparation of prospective teachers of English as well as in the inservice education of teachers.

I do hope that a good cross-section of the English teachers of Okla- . homa will cooperate with you in making this study.

Dorothy Knappenberger President, Oklahoma Council of Teachers of English

Dear Fellow Teacher:

I am undertaking a study at Oklahoma State University whereby I hope to ascertain the attitudes of teachers teaching English in junior high schools in Oklahoma toward their own knowledge of subject matter and toward their competency in certain teaching skills. I am interested in seeing whether or not certain factors in their background and education are or are not related to their attitudes. I believe that any findings of the study will be of interest and value to teachers of English.

The study will involve sampling as I cannot contact all the junior high teachers of English in Oklahoma. You have been selected as a teacher who can make a worthwhile, dependable contribution to the data of the study.

I do hope you will help. It will take about thirty minutes of your time and you will need to consult your official transcript for some of the information called for on the data sheet.

The check list is self-explanatory. Will you please check it carefully and return it to me as soon as possible. I am enclosing an enclosing an evenlope for your convenience.

Please do not put your name, your school, or any other identifying mark on the booklet.

I will be most grateful for your help.

Sincerely,

Rachel McMillen

TEACHER SELF-ASSESSMENT

Degree of Confidence

Literature (including English, American, World, Poetry, Fiction)				Ð	Adequate	Outstanding
Literature (including English, American, World, Poetry, Fiction) Drama	1.		None	Litt	Adeq	Outs
Drama						
Essay						
Formal Grammar (traditional).						ىرىپەتلەتلەتبەر بېرەلىش رىپوغالىتلىرىچ سىلىس
Linguistic Grammar (structional)						office and second
Journalism.						opi an a ng pangang
Speech Arts		-				
Basic Reading Skills.						
Study Reading Skills	•					
Literary Reading Skills						
Oral Communication.						
Written Communication						
Formal Composition.						
Critical Thinking (logical)						
Listening					<u> </u>	
Discussion Group Technique						
2. Do you feel confident of your ability to teach: Literature (including English, American, World, Poetry, Fiction)						
teach: Literature (including English, American, World, Poetry, Fiction) Drama Essay History of English Language Formal Grammar (traditional) Linguistic Grammar (structural) Journalism Library Science Speech Arts Basic Reading Skills Study Reading Skills						
American, World, Poetry, Fiction)	2.	• • •				
Drama						
Essay		Literature (including English,				
Formal Grammar (traditional).		Literature (including English, American, World, Poetry, Fiction) .				
Linguistic Grammar (structural)		Literature (including English, American, World, Poetry, Fiction) . Drama	-			
Journalism		Literature (including English, American, World, Poetry, Fiction) . Drama	·			
Library Science		Literature (including English, American, World, Poetry, Fiction) . Drama	·			
Basic Reading Skills		Literature (including English, American, World, Poetry, Fiction) . Drama	·			
Study Reading Skills,	•	Literature (including English, American, World, Poetry, Fiction). Drama Essay History of English Language Formal Grammar (traditional). Linguistic Grammar (structural).				
	•	Literature (including English, American, World, Poetry, Fiction). Drama Essay History of English Language Formal Grammar (traditional). Linguistic Grammar (structural). Journalism Library Science	 constraints, 			
Literature Reading Skills		Literature (including English, American, World, Poetry, Fiction). Drama Essay History of English Language Formal Grammar (traditional). Linguistic Grammar (structural). Journalism Library Science Speech Arts Basic Reading Skills.				
*Mechanic and Usage		Literature (including English, American, World, Poetry, Fiction). Drama Essay History of English Language Formal Grammar (traditional). Linguistic Grammar (structural). Journalism Library Science Speech Arts Basic Reading Skills.				
		Literature (including English, American, World, Poetry, Fiction) Drama Essay History of English Language Formal Grammar (traditional) Linguistic Grammar (structural) Journalism Library Science Speech Arts Study Reading Skills Literature Reading Skills				
Formal Composition		Literature (including English, American, World, Poetry, Fiction) Drama Essay History of English Language Formal Grammar (traditional) Linguistic Grammar (structural) Journalism Library Science Speech Arts Study Reading Skills Literature Reading Skills Communication				
Creative Writing	E	Literature (including English, American, World, Poetry, Fiction) Drama Essay History of English Language Formal Grammar (traditional) Linguistic Grammar (structural) Journalism Library Science Speech Arts Study Reading Skills Literature Reading Skills Literature Reading Skills				
Critical Thinking (logical) • • • • •	E	Literature (including English, American, World, Poetry, Fiction) . Drama				
Listening	E .	Literature (including English, American, World, Poetry, Fiction) Drama				

bü Dutstandi Adequa te Little None 3. Do you feel competent to use the following practices, materials, or devices in your classes: Group Teaching (Instructional grouping Teaching Machines Radio and Television. Other Programmed Learning Evaluation Interpreting Data in Files. Socio Dramas and Role Playing Others 4. Do you feel that you have adequate knowledge of materials and sources which can be used to make your classes more interesting and 5. Do you feel confident of your ability to organize and control a classroom? 6. Do you feel confident of your ability to direct extra-curricular activities such as plays, assemblies, yearbooks, newspapers? 7. Do you feel confident of your ability to handle: Heterogeneous classes Homogeneous classes based on ability grouping b. slow group.

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Dearee of Confidence

- 1. Type of institution you attended for 50 per cent or more of your UNDERGRADUATE preparation:
 - University____Liberal Arts College____State College____Other_
- 2. This institution was: Private____Public____
- 3. Type of institution you attended for most of your GRADUATE preparation:
 - University____Liberal Arts College____State College____
- 4. This institution was: Private____Public_____
- 5. What is the highest degree you hold: BA_BS_MA_MS_M.Tchg.__Ed.D.__Ph.D.__
- 6. Date of highest degree_____
 - Year
- 7. Date of last college hours_____Year
- 8. Date of last college hours in English preparation_____

Contributing to the OCTE Newsletter

9. Number of semester hours in English taken since Oklahoma certification

10.	Have	you done other things to impro	ve your prepar.	ation to te None	ach English, Some	such as: Much
• •		Literary Reading Travel to places of literary i Professional literature relati language arts Others		of		
11.	Do y	ou participate in the NCTE by:		Always	Usually Seldo	m Never
		Paying Dues Attending Meetings and Confere Reporting to own faculty on me Taking part on Programs Reading the English Journal . Contributing to the English Jo	ences eetings attende 	d		
12.	Do y	you participate in the OCTE by:			• • •	
•		Paying Dues Attending Meetings and Confere Reporting to own faculty on me Taking part on Programs Reading the Oklaboma English R	ences eetings attende 	d		

	13.	College major or majors: undergraduate
· .	÷	graduate
	14.	College minor or minors: undergraduate
		graduate
·	15.	How many hours do you have in each of the following areas: (Including both graduate and underg radu ate hours.) Semester hours Quarter hours
		Written English
	16.	Speech (technical or formal) Dramatics and Play Production History and Structure of English Language (beyond Freshman composition) How many of literature hours are in general courses, such as Survey of English literature?
		How many of your literature hours are in special areas (such as: Special Periods-16th Century, Romance, etc.; Single Authors-Milton, Poe, etc.; Literary genre-Novel, Poetry, Drama, etc.) Type of certificate on which you are currently assigned: Elementary or Secondary Temporary
	·	ProvisionalStandard
		If secondary, in what subject field or fields are you certified:
		(1) (2) (3)
	19.	Total years teaching experience including 1964-65
		Elementary Junior High Senior High
	20.	Total years teaching English
	21.	Number of classes of English you are teaching per day
	22.	Number of classes of other subjects you are teaching per day
	23.	What is the average class size of your English classes:
		Less than 2020-3030-40More
•	24.	Do you have supervisory assistance from a specialist in teaching the language arts? Yes No

LETTER TO PRINCIPALS OF THE 305 APPROVED JUNIOR HIGH SCHOOLS TO OBTAIN NUMBER OF TEACHERS QUALIFIED FOR THE STUDY

APPENDIX I

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P. O. Box 14 Stillwater, Oklahoma October 30, 1964

Principal

Dear Sir:

I am presently engaged in a research study of which the major purpose will be to determine the degree of confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence.

The population from which I hope to obtain the data for the study will be teachers of English chosen by a stratified random sampling of the approved junior high schools of Oklahoma. This includes your school.

Would you please fill out the blank at the bottom of this letter and return it to me. An addressed stamped envelope is enclosed for your convenience.

Your cooperation is greatly appreciated.

Yours sincerely,

Rachel McMillen

(Detach and Return)

There are _____ (the number) teachers teaching two or more classes in English per day in

Principal

APPENDIX J

LIST OF APPROVED OKLAHOMA JUNIOR HIGH SCHOOLS OBTAINED FROM THE STATE BOARD OF EDUCATION OF OKLAHOMA

Ada	Ada Byng	6 2	Bennington	Bennington	l
	Latta	1	Berryhill	Berryhill	1
'Adair	Adair	1	Bethany	Bethany	3
Afton	Afton	- 1	Binger	Binger	1
Alex	Alex	2	Bixby	Bixby	2
Altus	Central Northeast	4	Blackwell	Blackwell	3
Alva	Alva	4.	Blanchard	Blanchard	2
Anadarko	Anadarko	3	Broken Arrow	Broken Arrow Union	6 1
Antlers	Antlers	2	Broken Bow	Broken Bow	2
Apache	Apache	2	Buffalo	Buffalo	2
Arapaho	Arapaho	1	Burns Flat	Burns Flat	4
Ardmore	Ardmore Dickson	12 3	Butler	Butler	2
	Plainview	1	Cache	Cache	2
Arkoma	Arkoma	1	Caddo	Caddo	1
Arnett	Arnett	2.	Calvin	Calvin	1
Atoka	Atoka	3	Carnegie	Carnegie	3
Barnsdall	Barnsdall	2	Carter	Carter	1
Bartlesville	Central Madison	6 6	Catoosa	Catoosa	2
Beaver	Beaver	2	Cement	Cement	1
DEGAET	DEGAGT	Z	Chattanooga	Chattanooga	2

LIST OF APPROVED OKLAHOMA JUNIOR HIGH SCHOOLS OBTAINED FROM THE STATE BOARD OF EDUCATION OF OKLAHOMA

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Checotah	Checotah	2	Dill City	Dill City	1
Chelsea	Chelsea	2	Duncan	Duncan	10
Cherokee	Chérokee	2	Edmond	Edmond	6
'Chickasha	Chickasha Lincoln	6 1	Eldorado	Eldorado	1
Choctaw	Choctaw Nicoma Park	3 2	Elgin Elk City	E lgin Elk City Merritt	2 · 3 2
Chouteau	Chouteau	1	Elmore City		2
Claremore	Claremore	4	Enid	Elmore City Emerson	6
Clayton	Clayton	1	Ento	Longfellow D. Waller	6 5
Coalgate	Coalgate	2	Erick	Erick	1
Colbert	Colbert	1	Eufaula	Eufaula	2
Colcord	Colcord	2	Fairview	Fairview	3
Commerce	Commerce	2	Fletcher	Fletcher	2
Concho	Cheyenne- Arapaho	1	Ft. Cobb	Ft. Cobb	1
Copan	Copan	2	Ft. Gibson	Ft. Gibson	2
Cordell	Cordell	2	Ft. Smith	Pocola	1
Coweta	Coweta	2	Fox	Fox	l
Cromwell	Butner	2	Frederick	Frederick	3
Custer	Custer	1	Garber	Garber	3
Cyril	Cyril	1	Geary	Geary	1
Dale	Dale	2	Gould	Gould	1
Davenport	Davenport	1	Grandfield	Grandfield	1
Davis	Davis	2	Granite	Granite	2
Dewar	Dewar	1	Grove	Grove	2
Dewey	Dewey	2	Guthrie	Faver	3 3
Dibble	Dibble	2		Fogarty	3

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	Guymon	Guymon	3	LeFlore	LeFlore	1.
	Hammon	Hammon	1	Lenapah	Lenapah	1
	Harrah	Harrah	2	Lexington	Lexington	2
	Hartshorne	Hartshcrne	2	Lindsey	Lindsey	3
	Haskell	Haskell	3	Locust Grove	Locust Grove	2
	Haworth	Haworth	1	Lone Wolf	Lone Wolf	1
	Healdton	Healdton	2	Lookeba-	Lookeba-	2
	Heavener	Heavener	2	Sickles	Sickles	2
	Hinton	Hinton	1	Madill	Madill	3
	Hobart	Hobart	3	Mangum	Mangum	3
	Hollis	Hollis	2	Marietta	Marietta	3
	Hooker	Hooker	2	Marlow	Marlow	2
	Hulbert	Hulbert	1	Maud	Maud	1
	Idabel	Idabel	2	Maysville	Maysville	2
	Indianola	Indianola	1	McAlester	L'Ouverture McAlester	1 6
	•					
	Inola	Inola	1.	McCloud	McCloud	1
	Jay	Jay	2	Meeker	Meeker	2
	Jones	Jones	2	Miami	Will Rogers	5
. *	~Kansa s	Kansas	2	Midwest City	Carl Albert Kerr	6 8
	Keota	Koeta	1		Monroney	8
	Kingfisher	Kingfisher	2	Minco	Minco	1
	Kingston	Kingston	2	Moore	Moore	9
	Konawa	Konawa	1	Mooreland	Mooreland	1
	Laverne	Laverne	2	Morris	Morris	3
	Lawton	Central	10	Moton	Taft	1
		Douglass Eisenhower Tomlinson	4 7 11	Mountain View	Mountain View	3

	Muldrow	Muldrow	2	Ponca City	E ast West	7 5*
	Muskogee	Robertson Weşt	9 4	Porter	Porter	1
	Mustang	Mustang	2	Porum	Porum	1
·	Newkirk	Newkirk	2	Poteau	Poteau	2
	Noble	Noble	1.	Prague	Prague	2
	Norman	Central	4	Pryor	Pryor	3
1	Nowata	Nowa ta	2	Purcell	Purcell	3
	Oaks Mission	Oaks Mission	2	Quapaw	Quapaw	1
	Oilton	Oilton	1	Quinton	Quinton	1
	Okeene	Okeene	1	Ramona	Ramona	1.
	Okemah	Okemah	2	Rattan	Rattan	2
	Oklahoma City	Capitol Hill Central	7 6	Ringling	Ringling	l
		Crooked Oak Harding	6 7	Rocsevelt	Roosevelt	2
		Hoover Jackson	8 7	Ryan	Ryan	1
		Jeffersón Marshall	15 7	Salina	Salina	1
		Millwood Northeast	2 3	Sallisaw	Sallisaw	4
		Western Heights	4	Sand Springs	Sand Springs B. T. Wash-	7
		Roosevelt Star-Spencer	12 7		ington	2
	Okmulgee	Dunbar	2	Sapulpa	Sapulpa B. T. Wash-	7
		Okmalgee	5		ington	1
	Owasso	Owasso	2	Sectinel	Port Sentinel	1 1
	Panama	Panama	1	Shattuck	Shattuck	1
	Pauls Valley	Pauls Valley	3	Shawnee	Bethel	2
	Perkins	Perkins	3	Shidler	Shidler	2.
	Perry	Perry	3	Skiatook	Skiatook	2
	Picher- Cardin	Picher- Cardin	1	Sperry	Sperry	1

Spiro	Spiro	3	Vanoss	Vanoss	1
Sterling	Sterling	1	Velma-Alma	Velma-Alma	2
Stigler	Stigler	2	Vian	Vian	1
Stillwater	Stillwater	5*	Vinita	Vinita	3
Stilwell	Cave Springs Stilwell	1 3	Walters	Walters	2
Stonewall	Stonewall	1	Warner	Warner	2
Stratford	Stratford	2	Watonga	Watonga	2
Stroud	Stroud	2	Waurika	Waurika	3
Tahlequah	Tahlequah	4	Wayne	Wayne	2
Talihina	Talihina	2	Waynoka	Waynoka	1
	,		Weatherford	Weatherford	3
Tecumseh	Tecumseh	2	Welch	Welch	1
Temple	Temple	2	Weleetka	Weleetka	1
Texhoma	Texhoma	1	Wellston	Wellston	1
Tipton	Tipton	2	Westville	Westville	2
Tishomingo	Tishomingo	3	Wewoka	Wewoka	3
Tonkawa	Tonkawa	2.	Wilson	Wilson	2
Tulsa .	Anderson Bell	5 7	Wister	Wister	2
	Carver	7			
	Cleveland Clinton	8 . 6	Woodward	Woodward	4
	East Central Hamilton	5 9	Wyandotte	Wyandotte	1
	Lowell Madison	3 4	Wynnewood	Wynnewood	2
	Mann Monroe	5 6	Yale	Yale	2
	Nimitz Rocsevelt	7 4	Yukon	Yukon	5
	Whitney Wilson	13 9	Total schools 274 Total teachers 79		chers 790
	Wright	7	*Omitted in to	tal teacher tob	vulation
Valliant	Valliant	1	*Omitted in total teacher tabulation Used teachers as jury		

APPENDIX K

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LETTER TO PRINCIPALS OF SCHOOLS CHOSEN BY RANDOM SAMPLING AS

RESPONDENTS FOR THE STUDY

Box #14
Stillwater, Oklahoma
April 5, 1965

Dear

I am undertaking a study in which I believe you will be interested. In order to make the study, however, I will need your assistance and that of some of your teachers.

The major purpose of the study is to determine the degree of confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence. This will be done through the use of a questionnaire including a self-assessment section and a section concerned with professional data.

Last fall you reported to me that ______ teachers in your building met my criteria. I am, therefore, sending you ______ copies of the check booklets. Will you please give these to the teachers of English in your building who teach two or more classes of English per day. It will take about thirty minutes of their time. Each teacher should return the booklet in the envelope provided for her.

I will be most grateful and appreciative for the consideration and assistance you and your teachers give me.

Yours truly,

Rachel McMillen

VITA

Rachel Augusta McMillen

Candidate for the Degree of

Doctor of Education

Thesis: ATTITUDES OF TEACHERS OF ENGLISH IN CERTAIN OKLAHOMA JUNIOR HIGH SCHOOLS TOWARD THEIR OWN ACADEMIC AND PROFESSIONAL COMPETENCIES

Major Field: Education

3

Biographical:

Personal Data: Borm at Okemah, Oklahoma, the daughter of Roy A. and Ruth Bryan Krumme.

- Education: Graduated from Central State College, Edmond, Oklahoma, with Bachelor of Arts Degree in 1941; graduated from Oklahoma State University with Master of Science Degree in 1957; i attended Oklahoma State University and completed requirements
 - for the Doctor of Education Degree in 1966.
- Professional Experience: Teacher in elementary schools in Oklahoma from 1936 to 1941 and the year 1945-1946; teacher in elementary schools in Texas from 1959 to 1961; teacher in elementary schools in Oklahoma from 1961 to 1963; teacher of English in Stillwater Junior High School, Stillwater, Oklahoma, from 1963 to the present.